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ABSTRACT

This report of the second part of a proprietary education research and dissemination project (see note) covers three main areas related to proprietary schools: (1) the Directory of Illinois Resident Proprietary Schools (included); (2) development of a model inservice competency-based teacher education program for instructional personnel; and (3) a report on the nature of cooperative contractural agreements between state public community colleges and proprietary schools. The study on inservice teacher education shows cosmetology, business, and "other" schools have little need for inservice programs. Results show the preferred format for training is short seminars or workshops. It is recommended that a means of disseminating training materials be developed for proprietary schools and that more studies be undertaken on the subject. A suggested inservice model, using performance-based teacher education modules developed by the National Center for Research in Vocational Education, is included along with discussion of three other program models. The report of college-proprietary school agreements focuses on a comparative cost analysis of selected contracted programs and discusses benefits and limitations of cooperative contractual agreements. A summary of findings, collected via mail and phone survey, is presented, followed by a suggested handbook that outlines a four-phase model agreement process. Literature reviews on inservice programs and cooperative agreements are included and project working papers are appended. (CP)

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FINAL REPORT

Project No. 498AH70093
Grant No. G007701969

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PROPRIETARY EDUCATION: ALTERNATIVES FOR PUBLIC POLICY AND FINANCIAL SUPPORT - PART II

March 1, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

CE 023 707

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ABSTRACT

Phase I of this project involved preparing an update of the Illinois Proprietary School Directory which included this information about each school: program offerings, available financial aids, accreditation, admission requirements, program costs and characteristics and student services. Phase II activities included conducting an assessment of need for in-service development of instructional personnel in proprietary schools. A performance-based model for delivering in-service education to proprietary school teachers is outlined with the field-testing results. Phase III focused upon an analysis of contractual agreements among Illinois public community colleges and proprietary schools in the state. This phase included a comparative cost analysis of selected contracted programs, a model agreement format, and a suggested handbook for administering contracted programs. A comprehensive review of literature is included for Phase II and Phase III.

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PROPRIETARY EDUCATION: ALTERNATIVES FOR PUBLIC POLICY AND FINANCIAL SUPPORT - PART II

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FOREWORD

Recognition of postsecondary proprietary schools nationwide has created a new horizon in vocational education in the last several years. Proprietary schools, long the servant of business and industry for providing skilled workers, have only recently been recognized as a potential resource in the nation's total postsecondary vocational training efforts. Students--old, minorities, physically handicapped, or disadvantaged, from the inner city or rural area--have long been served by the private sector in developing skills to become productive members of our business and industrial society.

Schools in the private sector have provided this service by adopting instructional materials and methods that allow students turned off by traditional programs in the public school to attempt to succeed in the private sector. Reasons given for this student success are numerous: Hands-on training, logical step-by-step instruction, remedial work in reading and writing when necessary, and job-like learning situations.

Instructors in the proprietary schools are hired and retained on their occupational experience and ability to keep abreast of changes in their fields to provide their students with the most up-to-date techniques in their specializations. The schools' commitment to the student and the instructors' innovative approaches to teaching produce an atmosphere of seriousness that provides a positive atmosphere for the student to progress. The positive school setting and seriousness of instruction provide the surrounding for students to pursue their chosen vocations and succeed through their newly acquired skills to find and hold jobs.

Illinois is one of the nation's three leading states, both in terms of students enrolled and in the number of proprietary institutions operating within its boundaries. In addition, the state appears to have one of the nation's highest percentages of C.E.T.A. training programs being conducted in proprietary institutions.

Proprietary education typically has been a localized business known to few outside of a small geographic area. Student awareness to offerings of resident proprietary schools is acquired primarily through friends, sometimes through advertising, yet seldom through counselors. With publication of a directory of proprietary school programs, a large number of agencies as well as secondary school counselors have access to information about programs that are offered throughout the state in such institutions. The intent, of course, is to increase the information available concerning alternatives for career preparation through postsecondary education.

The proprietary sector involves a large group of institutions that heretofore have not received assistance in training new instructors for teaching their occupational skills. Despite strong occupational and skill backgrounds, proprietary school instructors seldom have any pedagogical training. An in-service education program to enhance the abilities of these instructors through a structured program of teacher development would benefit the student attending the proprietary school.

Contractual agreements to offer vocational programs between proprietary and public community colleges have been haphazardly developed. A comprehensive study of this activity in the state of Illinois has the potential for reducing unnecessary program duplication between the sectors, increasing training opportunities for students seeking postsecondary education, and reducing the educational cost burden placed upon taxpayers.

Part I of this nationally funded research project studied the characteristics of Illinois resident proprietary schools. That project provided numerous inroads to developing a rapport with proprietary school personnel in the state through the research activities conducted and to understanding how the proprietary sector might be able to improve its programs and join in cooperative arrangements with public postsecondary institutions and government agency programs.

The purpose of this project, Part II, was to disseminate information concerning proprietary school programs, to enhance the instructional effort within proprietary institutions, and to encourage greater cooperation between public and proprietary postsecondary vocational education.

These specific objectives were attained in the three phases of the project:

1. Publish a comprehensive directory of all resident proprietary schools operating in the state of Illinois, including program offerings, available financial aids, accreditation, admission requirements, program costs and characteristics, and student services.

2. Design and field test a model for delivering an in-service teacher education program for instructional personnel in resident proprietary schools.

3. Analyze the costs of vocational programs offered via contractual agreement between public community colleges and proprietary schools and develop a model agreement format and implementation handbook to be used by both the public and proprietary sectors to cooperate in statewide vocational program offerings.

PHASE I

Directory of Illinois Resident Proprietary Schools

INTRODUCTION
to
PHASE I

The primary purpose of Phase I of the study was to compile an updated and more comprehensive 1978 directory of Illinois residential proprietary schools. The overriding concern in developing the directory, as in all other phases of the study, was to provide a tool to students, counselors, administrators, and others which would help in utilizing Illinois' proprietary school resources in providing the diversity of educational opportunities necessary to efficiently serve existing needs.

In keeping with this concern, the directory was designed to include self-reported proprietary school information regarding each school's course offerings, program characteristics, and institutional traits. Upon its completion, the directory was disseminated to participating proprietary schools, selected state agencies, and interested public Illinois high schools and community colleges.

The development and dissemination of the directory will, it is hoped, provide part of the material so needed by members of the educational community to make informed choices about utilizing the range of options and resources available to efficiently plan and implement a comprehensive system of postsecondary educational opportunities.

METHOD
for
PHASE I

The initial development of Phase I included a review of the 1977 Proprietary School Directory for the State of Illinois, the directories or listings of proprietary schools developed by 32 other states, and the recommendations of the project's advisory committee. From this review, a preliminary survey instrument to gather directory information was developed, field tested by two proprietary schools, and modified as needed.

The directory questionnaire (see Appendix A) also contained a question designed to provide a preliminary survey of school interest in participating in the project's second phase concerned with developing a proprietary teacher in-service education program. Additionally, the questionnaire included three questions to gather information for Phase III regarding present contracts between proprietary schools and Illinois community colleges, and information about proprietary school interest in possible future contracts.

Comprehensive lists of business, self-improvement, and vocational schools in Illinois were obtained from the Illinois Office of Education. Listings of barber and cosmetology schools were solicited from the Illinois Office of Registration and Education. A list of driving schools was provided by the Illinois Secretary of State, Department of Transportation; and the Federal Aviation Administration supplied a listing of the aviation schools in Illinois. From the lists, a comprehensive list of 431 registered resident Illinois proprietary schools was compiled. In compiling this comprehensive list, a number of schools were eliminated due to their disclosures of an intention to close during the next year, special enrollment policies which excluded the general public, or an expressed desire not to be included in the directory.

To attempt to secure greater participation from proprietary schools, three members of the project's advisory committee were requested to furnish letters endorsing the purposes of the directory (see Appendix B). In response to this request, D. F. Colbert, President, Illinois Commercial College; W. G. Dubuque, President, Quincy Technical Schools; and John J. Ippolito, President, Ippolito School of Cosmetology, graciously provided letters of endorsement.

The directory questionnaire, along with the letters of endorsement, was mailed to 431 Illinois resident proprietary schools on

January 12 and 13, 1978. Follow-up letters (see Appendix C) and additional questionnaires were mailed to nonresponding schools as of February 3, and again as of March 10, 1978. A final attempt to contact nonparticipating schools was made by telephone during the week of March 26. The final total of schools responding to the directory questionnaire was 293 or a return rate of approximately 68 percent. Thank-you letters (see Appendix D) were sent to participating schools as their responses were received.

Additionally, the names and addresses of another 106 registered schools which did not respond to the survey were included in the directory to provide prospective students with at least an initial means of contact.

The information received in response to the directory questionnaire was collated and developed into the 1978 Proprietary School Directory. The directory contains, among other things, the following information: school name, address, telephone number, registration or accreditation, professional association memberships, available financial aids, date of founding, admission requirements, course or program offerings, program costs and characteristics, student to faculty ratios, student services offered, Higher Education General Information Survey (HEGIS) program codes, and comparable Illinois Community College District numbers.

The directory was disseminated to participating proprietary schools and appropriate State of Illinois educational or service agencies (see Appendix E). To disseminate the remaining directories, a postcard (see Appendix E) offering a gratuitous copy of the directory to all public and private secondary schools in Illinois and a letter to the vocational education and postsecondary education agencies of other states were mailed December 3, 1978. The requests for directories received from this solicitation were filled until supplies were exhausted. All agencies and institutions submitting directory requests which could not be fulfilled were notified on January 15, 1979, that the requests could not be honored (see Appendix F).

Proprietary School Directory

for the
State of Illinois

1978

SIU Southern Illinois University
at Carbondale

Publication of this directory was made possible by a research grant, "Proprietary Education: Alternatives for Public Policy and Financial Support," funded through Part C of the Vocational Education Act of 1963, as amended. The grant was administered through the Division of Research and Demonstration, Bureau of Occupational and Adult Education, United States Office of Education.

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PROPRIETARY SCHOOL DIRECTORY FOR THE STATE OF ILLINOIS

1978

INTRODUCTION

This directory was compiled to provide information of initial concern to prospective postsecondary students interested in vocational education programs provided by proprietary schools in the state of Illinois. It provides essential information concerning school location, telephone number, program offerings, admission requirements, accreditation, program costs, length of programs, availability of financial aid, and student services.

Proprietary schools in the state of Illinois receive approval to operate from one of the following agencies: Illinois Office of Education, Department of Registration & Education, Office of the Secretary of State, U.S. Department of Transportation - Federal Aviation Administration. These agencies extend approval for school operation based on a review of the school's compliance of safety and commercial standards, curriculum staff, facilities, and financial bases. Should there be a specific question concerning any one of the schools, the appropriate approval agency or the school itself should be contacted.

In compiling this directory, the project staff made a concerted effort to locate and contact all resident proprietary schools in the state of Illinois operating postsecondary and adult education programs in the vocational areas indicated in the directory. Correspondence schools were not contacted and are not included in the directory.

Questionnaires were sent to all resident proprietary schools approved for operation by the above agencies as of September 1, 1977. Every effort has been made to represent the information provided by the schools as accurately as possible. It is important to note that the information contained in this directory is based entirely on the survey information provided by participating proprietary schools in Illinois. Southern Illinois University at Carbondale and the Proprietary Education Project can not be responsible in the event any inaccurate data was supplied by the participating proprietary school.

USING THE DIRECTORY

The directory contains information reported by 293 resident proprietary schools in the state of Illinois. Also included are the names and addresses of 106 resident proprietary schools which are approved by the state of Illinois, but did not provide information to the project staff. The body of the directory contains an alphabetic listing of schools, their program offerings, and other pertinent information concerning each school. Certain types of information about schools have been abbreviated in the body of the directory, and an explanation of these abbreviations is provided.

To facilitate the use of the directory, programs have been alphabetically categorized by occupation, followed by the corresponding Higher Education General Information Survey (HEGIS) code. Under each occupational category, an alphabetical listing of schools offering appropriate programs is provided.

Example

> A prospective student interested in a career as a barber, simply finds Barber in the Alphabetical Listing of Programs by Schools. Under the occupational category of Barber, an alphabetical listing of all participating schools offering barbering programs is provided, including the directory page number reference.

The user of this directory should contact the individual school for further information concerning specific enrollment procedures and additional information.

ABBREVIATIONS USED IN DIRECTORY

(Alphabetical Listing)

ALPHABETICAL LISTING OF ABBREVIATIONS USED IN DIRECTORY

ACCREDITING AGENCIES AND SCHOOL ASSOCIATIONS:

ABMLS	Accrediting Bureau of Medical Laboratory Schools
ACAICS	Accrediting Commission, Association of Independent Colleges and Schools
ACO	Alpha Chi Omega
ACTS	Association of Career Training Schools
AIBC	Association of Independent Business Colleges
AIBS	Accredited Illinois Business Schools
AICS	Association of Independent Colleges and Schools
APA	American Polygraph Association
BBB	Better Business Bureau
BSOTA	Beauty School Owners and Teachers Association
CAC	Cosmetology Accrediting Commission, Department of Health, Education, & Welfare
CBHCA	Corn Bowl Hair & Cosmetology Association
CBSOS	Chicago Beauty School Owners & Supervisors
CCA	Chicago Cosmetology Association
COE	Council on Optimetric Education
COPA	Council on Postsecondary Accreditation
DSAA	Driving School Association of America
EDPD	Engineer's Council for Professional Development
FAA	Federal Aviation Administration
FCC	Federal Communications Commission
FIDER	Foundation for Interior Design Education Research
HEW	Department of Health, Education, & Welfare
IAAS	Illinois Association of Accredited Schools
IABCS	Illinois Association of Beauty Culture Schools
IABSA	Illinois Accredited Business Schools Association
IABSC	Illinois Association of Barber Schools and Colleges
IABSO	Illinois Association of Barber School Owners
IACS	Illinois Association of Cosmetology Schools
IADS	Illinois Association of Driving Schools
IAR	Illinois Association of Realtors
IAREE	Illinois Association of Real Estate Educators
IASFAA	Illinois Association of Student Financial Aid Administrators
IATA	Illinois Aviation Trades Association
IATTS	Illinois Association of Trade and Technical Schools
IBCA	Illinois Beauty Culture Association
IBCSA	Illinois Beauty Culture Schools Association
IBEA	Illinois Business Education Association
IBSA	Illinois Business School Association
ICSOA	Illinois Cosmetology School Owners Association
IDRE	Illinois Department of Registration and Education
IDT	Illinois Department of Transportation
IEA	Illinois Electrolysis Association
IFIC	Illinois Federation of Independent Colleges
IFIPS	Illinois Federation of Independent and Private Schools
IHCA	Illinois Hairdressers and Cosmetologists Association
IHFC	Illinois Hair Fashions Committee
IMATVRS	Illinois and Missouri Association for the Training of Vocational Rehabilitation Students
IOE	Illinois Office of Education
IOSS	Illinois Office of the Secretary of State
IPA	Illinois Pilot's Association
IPBSA	Illinois Private Business School Association
IPVSA	Illinois Private Vocational School Association
IRJA	Illinois Retail Jewelers Association
ISCC	Illinois State Chamber of Commerce
ISOA	Illinois School Owner's Association
ITA	Illinois Theater Association

JBHCIA	Journeyman Barbers, Hairdressers, Cosmetologists International of America
JSBR	Joliet Suburban Board of Realtors
LADSA	Latin American Driving School Association
LEAA	Law Enforcement Assistance Agency
MAA	Modeling Association of America
MAACE	Missouri Association for Adult Continuing Education
MBA	Master Barber's Association
MBSA	Midwestern Business School Association
NACAC	National Accreditating Commission Association for Cosmetology
NACS	National Association of Cosmetology Schools
NAPDEA	North American Professional Driver Education Association
NAR	National Association of Realtors
NASFAA	National Association of Student Financial Aid Administrators
NATA	National Aviation Trade Association
NATTS	National Association of Trade and Technical Schools
NBSA	National Beauty School Association
NHA	National Hairdressers Association
NHCA	National Hairdressers & Cosmetologists Association
NSOA	National School Owners Association
OHFC	Official Hair Fashions Committee
SSBR	South Suburban Board of Realtors
SWBR	Southwest Board of Realtors
USBIA	United States Bureau of Indian Affairs
USINS	United State Immigration and Naturalization Service
USOE	United States Office of Education
VIA	Voice of Illinois Aviation

AVAILABLE FINANCIAL AIDS:

ADC	Aid to Dependent Children
BEOG	Basic Education Opportunity Grant
CCHD	Catholic Campaign for Human Development
CETA	Comprehensive Employment and Training Act
DC	Department of Corrections
DPP	Deffered Payment Plan
DVR	Division of Vocational Rehabilitation
FISL	Federally Insured Student Loan
ISS	Illinois State Scholarship
NDSL	National Defense Student Loan
PTJPS	Part-time Job Placement Service
SEOG	Supplemental Education Opportunity Grant
SGL	State Guaranteed Loan
Soc. Sec.	Social Security
USBIA	United States Bureau of Indian Affairs
VA	Veterans Administration (G.I. Bill)
WIN	Work Incentive Plan
WS	Work Study

ADMISSION REQUIREMENTS SECTION:

GED	General Equivalency Development
HS	High School Graduation
SC	Some College Required

PROGRAM COSTS SECTION:

/hr.	Tuition per credit hour
/wk.	Tuition per week
/Qtr.	Tuition per quarter
/Mo.	Tuition per month
/Y	Tuition per year
/QH	Tuition per quarter hour

PROGRAM CHARACTERISTICS SECTION:

D	Programs offered days only
E	Programs offered evenings only
D/E	Programs offered both days and evenings
W	Programs offered weekends only
D/W	Programs offered days and weekends

E/W	Programs offered evenings and weekends
All	Programs offered days, evenings, and weekends
I	Programs begin at individualized times at the convenience of the student
FT	Programs begin at fixed times throughout the year
SA	Students admitted as space becomes available
Day	Programs begin on a daily basis
Wk.	Programs begin each week
Mo.	Programs begin each month
Qtr.	Programs begin each quarter
Yr.	Programs begin each year
QH	Quarter Hours
FAA	Contact hours are determined by Federal Aviation Administration requirements

OTHER:

X	Denotes school has a requirement but did not specify
V	Information varies depending on student need and progress
*	School did not participate in survey
A.D.	Associates Degree
ASEL	Airplane Single Engine Land
ASMEL	Airplane Single & Multi-Engine Land

ALPHABETICAL LISTING OF PROGRAMS BY SCHOOLS

ALPHABETICAL LISTING OF PROGRAMS BY SCHOOLS
WITH CORRESPONDING HIGHER EDUCATION GENERAL INFORMATION SURVEY CODE
AND COMMUNITY COLLEGE DISTRICT NUMBER

	Page No.	Comm. Coll.
ACCOUNTING/BOOKKEEPING - 5002 Accounting Technologies		
Brown's Career College	17	526
Bryant and Stratton College	17	500
Cortez W. Peters Business College, Inc.	27	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Business and Technical School	47	522
Illinois Commercial College	47	505
Illinois School of Commerce	49	500
Marion Adult Education and Career Training Center, Inc.	59	500
Marycrest College, Inc.	60	520
Metropolitan School of Business	62	500
Northwestern Business College	72	500
Office Training Unlimited	74	532
Rockford Business College, Inc.	84	511
School for Vocational Careers, Inc.	88	500
Spanish American Commercial School	91	500
Sparks College	91	517
ADMINISTRATIVE ASSISTANT - 5001 Business and Commerce Technologies, General		
Fox College	39	500
Gem City College	41	539
Metropolitan School of Business	62	500
Northwestern Business College	72	500
The Sawyer School, Oak Park	86	500
AIRCONDITIONING - See Heating, Airconditioning, & Refrigeration		

	Page No.	Comm. Coll.
AUCTIONEER - 5004 Marketing, Distribution, Purchasing, Business and Industrials Management Technologies		
Superior School of Auctioneering, Inc.	93	537
AUTO BODY/FENDER REPAIR & REPAINTING - 5306 Automotive Technologies		
American Institute of Occupational Trades	9	500
Automotive Technical Institute, Inc.	12	500
Chicago School of Automatic Transmissions	23	500
Greer Technical Institute	42	500
The Quincy Technical Schools	79	539
AUTO MECHANIC - 5306 Automotive Technologies		
Allied Institute of Technology	8	500
American Institute of Occupational Trades	9	500
Automotive Technical Institute, Inc.	12	500
Chicago School of Automatic Transmissions	23	500
Greer Technical Institute	42	500
The Quincy Technical Schools	79	539
BARBER-STYLIST - 5006 Personal Service Technologies		
Belleville Barber College	14	522
Central Illinois Barber College	20	537
Champaign Barber College	21	505
Eulien Barber College	37	500
Illinois Barber College	47	500

BARBER-STYLIST (continued)

	Page No.	Comm. Coll
Lincoln Barber College, East Moline	57	503
Lincoln Barber College, Rockford	58	511
McCoy Barber College	61	500
Mid-West Barber College	64	514
Moler System of Colleges, 738 North Clark Street, Chicago	67	500
Moler System of Colleges, 532 North Clark Street, Chicago	67	500
Moler System of Colleges, 1557 North Milwaukee Avenue, Chicago	67	500
National Barber College, Inc.	70	526
New Way Barber College	71	500
Peoria Barber College	76	514
University of Barber Styling, Aurora	97	516
University of Barber Styling, Joliet	97	525
Weeden Barber College	100	500

BARTENDING - 5006 Personal Services Technologies

	Page No.	Comm. Coll
Acme School of Bartending	4	500
Professional Bartending School, Inc., Chicago	79	500
Professional Bartending School, Inc., Schaumburg	79	500

BROADCASTING - 5008 Communications and Broadcasting Technologies

	Page No.	Comm. Coll
Institute of Broadcast Arts	49	500
Midwestern Broadcasting School	65	500

BUSINESS ADMINISTRATION - 5001 Business and Commerce Technologies, General

	Page No.	Comm. Coll
Cortez W. Peters Business College, Inc.	27	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Commercial College	47	505
Marion Adult Education and Career Training Center, Inc.	59	500
Marycrest College, Inc.	60	520
Metropolitan School of Business	62	500
Northwestern Business College	72	500
Rockford Business College, Inc.	84	511

BUSINESS MANAGEMENT - 5004 Marketing, Distribution, Purchasing, Business, and Industrial Management Technologies

	Page No.	Comm. Coll
Chicago College of Commerce	22	500

CARDIOLOGY TECHNICIAN - 5217 Electro Diagnostic Technologies

	Page No.	Comm. Coll
Medical Careers Institute	61	500

CIVIL SERVICE TEST PREPARATION - 5599 Public Service Related Technologies, Other

	Page No.	Comm. Coll
Lincoln Service, Inc.	58	514

COMMERCIAL ARTS - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies

	Page No.	Comm. Coll
Institute of Lettering & Design	50	500
Ray-Vogue Schools	80	500

	Page No.	Comm. Coll.
COMPUTER OPERATOR - 5104 Computer Operator and Peripheral Equipment Operation Technologies		
Control Data Institute	27	500
COMPUTER PROGRAMMER - 5103 Computer Programmer Technologies		
Accurate Data School	4	500
Control Data Institute	27	500
Spanish American Commercial School	91	500
COSMETOLOGY - 5006 Personal Service Technologies		
Academy of Beauty Culture	2	522
Alberto's Institute of Cosmetology	6	511
Alexander's Beauty School	7	500
Alla Mae's School of Beauty Culture	7	525
Alvareita's College of Cosmetology, Inc.	8	536
Arlington Academy of Beauty Culture	11	500
Arrow Beauty School	11	500
Avenue Academy of Cosmetology	12	505
Beau Monde School of Beauty	13	505
Beverly Hills School of Beauty Culture	15	500
Bloomington Academy of Beauty Culture	15	700
Blue Island School of Beauty Culture	16	500
Broadway Beauty School	17	520
Cameo School of Beauty Culture	18	500
Capri-Ashburn School of Beauty Culture	18	500
Capri-Garfield Ridge School of Beauty Culture, Inc.	19	500
Capri School of Beauty Culture	19	500
Cele Whan Academy of Beauty, Inc.	20	503
Centralia School of Cosmetology	21	501
Champaign Beauty School	21	505
Chrysler Academy of Beauty Culture, Decatur	24	537
Chrysler Academy of Beauty Culture, Taylorville	24	526
Coiffure School of Beauty Culture	24	522
Colborn's Academy of Beauty Culture, Inc.	25	529
Continental Academy of Beauty Culture	26	509
Continentale Beauty School, Ltd.	26	500
Danville Beauty School	29	507
Debbie's School of Beauty Culture, 4132 West Madison Street, Chicago	29	500
Debbie's School of Beauty Culture, 11034 South Michigan Avenue, Chicago	29	500
Debbie's School of Beauty Culture, Harvey	29	500
Debbie's School of Beauty Culture, 2309 East 75th Street, Chicago	29	500
Debbie's School of Beauty Culture, Waukegan	29	532
DeKalb School of Beauty Culture, Inc.	30	523
Don Roberts Beauty Schools, Inc., McHenry	31	528
Don Roberts Beauty Schools, Inc., Calumet City	31	500
Don Roberts Beauty Schools, Inc., Evergreen Park	31	500
D'Or Beauty College	32	500
Dor-Lee Beauty Academy	32	517
Doree School of Beauty Culture	32	500
Dorothy Chrysler School of Beauty Culture	32	517
DuQuoin Beauty College	34	530
E. Clark School of Beauty Culture	35	500
Elgin School of Beauty Culture	36	509
Eugenie Bauerle School of Beauty Culture	37	500
Flamingo Beauty College, Pekin	38	514
Flamingo Beauty College, Peoria	38	514
Flamingo Beauty College, Quincy	39	539
Ford City School of Beauty Culture	39	500
Fox Valley Beauty Culture Academy	40	516
Gem City College	41	539
Granite City School of Beauty Culture	42	536
Harrisburg School of Beauty Culture	45	533
Institute of Coiffeires	50	511
International Beauty Academy	51	534
Ippolito School of Cosmetology	52	500
John & Louis Beauty School, Arlington Heights	53	500
John & Louis Beauty School, Aurora	53	516
Joliet School of Beauty Culture	54	525

COSMETOLOGY (continued)

	Page No.	Comm. Coll.
La Grange School of Cosmetology, Inc.	55	502
La Molo School of Beauty Culture	56	519
La Salle School of Beauty Culture	56	513
La Tee's Beauty School	56	500
Lena's Artistic Beauty College	57	500
Liberty School of Beauty Culture	57	514
Mac Daniel's Beauty School	58	500
Marion College of Beauty Culture	59	530
Mary Roberts School of Beauty Culture	60	500
Mid-America Beauty School	63	500
Mid-State Beauty School	64	500
Mr. John's School of Beauty Culture	66	537
Mr. Robert's House of Beauty Culture	66	500
Mr. Robert's School of Beauty Culture	66	500
Mr. Tony's School of Beauty Culture	66	500
Modernistic School of Beauty Culture	67	526
Morris's Academy of Beauty Culture	68	500
Meuller School of Beauty Culture	69	532
Murphysboro Beauty School	69	530
Naperville's Mr. Roberts School of Beauty Culture	70	500
New Fashion School of Beauty Culture	71	500
Northwest American School of Beauty Culture	72	500
Oak Park American School of Beauty Culture	73	500
Oehrlein School of Cosmetology, Inc.	73	514
ONYX Vocational School	75	500
Palatine School of Beauty Culture	75	500
Pivot Point Beauty Culture School	78	500
Professional Academy of Cosmetology	79	513
Riviera School of Beauty Culture	84	500
Rockford Beauty Academy, Inc.	84	511
Scharfenberg's Beauty Academy	87	536
Selan's System of Beauty Culture, 3124 West 63rd Street, Chicago	88	500
Selan's System of Beauty Culture, 11451 South Michigan Avenue, Chicago	88	500
Selan's System of Beauty Culture, 32 North State Street, Chicago	89	500
Selan's System of Beauty Culture, 5701 West Belmont Avenue, Chicago	89	500
Selan's System of Beauty Culture, River Forest	89	500
Stephen's Academy of Beauty Culture	92	514
Sterling Cosmetology School, Inc.	92	503
Sterling School of Beauty Culture, Inc.	92	506
Streator School of Beauty Culture	93	513
Trend International Beauty College	95	601
Tri-County Beauty Academy, Inc.	95	526
Twin Cities School of Cosmetology	96	517
Unique Beauty School	96	500
Universe Beauty School	97	500
University Beauty School	98	700
Vogue Academy of Beauty Culture	98	500
Waukegan School of Cosmetology	99	532
Westmont School of Beauty Culture	100	500
Wheaton's Mr. Roberts School of Beauty Culture	100	502

COSMETOLOGY TEACHER TRAINING - 5006 Personal Services Technologies

	Page No.	Comm. Coll.
Alberto's Institute of Cosmetology	6	511
Alexander's Beauty School	7	500
Bloomington Academy of Beauty Culture	15	700
Blue Island School of Beauty Culture	16	500
Broadway Beauty School	17	520
Capri-Ashburn School of Beauty Culture	18	500
Capri-Garfield Ridge School of Beauty Culture, Inc.	19	500
Capri School of Beauty Culture, Inc.	19	500
Chrysler Academy of Beauty Culture, Decatur	24	537
Debbie's School of Beauty Culture, 4132 West Madison Street, Chicago	29	500
Debbie's School of Beauty Culture, 11034 South Michigan Avenue, Chicago	29	500
Debbie's School of Beauty Culture, Harvey	29	500
Debbie's School of Beauty Culture, 2309 East 75th Street, Chicago	29	500

COSMETOLOGY TEACHER TRAINING (continued)

	Page No.	Comm. Coll.
Debbie's School of Beauty Culture, Waukegan	29	532
Dorothy Chrysler School of Beauty Culture	32	517
DuQuoin Beauty College	34	530
Flamingo Beauty College, Pekin	38	514
Flamingo Beauty College, Peoria	38	514
Granite City School of Beauty Culture	42	536
Institute of Coiffeires	50	511
Ippolito School of Cosmetology	52	500
Modernistic School of Beauty Culture	67	526
Morris's Academy of Beauty Culture	68	500
Mueller School of Beauty Culture	69	532
New Fashion School of Beauty Culture	71	500
Northwest American School of Beauty Culture	72	500
Oak Park American School of Beauty Culture	73	500
Pivot Point Beauty Culture School	78	500
Professional Academy of Cosmetology	79	513
Rockford Beauty Academy, Inc.	84	511
Tri-County Beauty Academy, Inc.	95	526
Twin Cities School of Cosmetology	96	517
Unique Beauty School	96	500
Universe Beauty School	97	500
Vogue Academy of Beauty Culture	98	500

COURT REPORTING - 5005 Secretarial Technologies

	Page No.	Comm. Coll.
Brown's Career College	17	526
Chicago College of Commerce	22	500
Marycrest College, Inc.	60	520
Metropolitan School of Business	62	500
Rydman Reporting Academy	86	525
Sparks College	91	517

DATA PROCESSING - 5101 Data Processing Technologies

	Page No.	Comm. Coll
College of Automation	25	500
Control Data Institute	27	500
DeVry Institute of Technology	30	500
Metropolitan School of Business	62	500

DENTAL ASSISTANT - 5202 Dental Assistant Technologies

	Page No.	Comm. Coll
The Bryman School, Inc.	18	500
Marion Adult Education and Career Training Center, Inc.	59	500

DIESEL MECHANICS - 5307 Diesel Technologies

	Page No.	Comm. Coll
Greer Technical Institute	42	500
The Quincy Technical Schools	79	539

DOG GROOMING - 5006 Personal Services Technologies

	Page No.	Comm. Coll
Academy of Dog Grooming	2	514
Midwest School of Dog Grooming, Inc.	65	500
Rockford School of Poodle Grooming	85	511
Royal Poodle Grooming School	86	500

DRAFTING - 5303 Engineering Graphics Technologies

	Page No.	Comm. Coll
Chastain Institute of Engineering Technicians	21	537
Coyne American Institute	28	500
Electronics Technical Institute	35	500
The Quincy Technical Schools	79	539

DRAFTING - ELECTRONIC & ELECTRICAL - 5305 Engineering Graphics Technologies

	Page No.	Comm. Coll
Chastain Institute of Engineering Technicians	21	537

DRAFTING & DESIGN - ARCHITECTURAL - 5304 Architectural Drafting Technologies

	Page No.	Comm. Coll.
Chastain Institute of Engineering Technicians	21	537

DRAMA - See Performing Arts

DRIVER TRAINING - 5600 Arts and Sciences (non-occupational)

	Page No.	Comm. Coll.
A.A.D.T.A. Driving School, Alton	1	536
A.A.D.T.A. Driving School, Quad Cities	1	503
A-North Shore Driving School, Inc.	3	500
A-1 Driving School	3	516
Acorn Auto Driving School, Inc.	4	500
Action School of Driving, Inc.	5	500
Alpha Driving School	8	500
American European Driving School	9	500
Balda Driver Training School	13	514
Best School of Driving, Elgin	14	509
Best School of Driving, Waukegan	14	532
Beverly Driving School	14	500
Caribe Driving School	19	500
Community Driving School, Inc.	26	500
Cuba-Mex Driving School	28	500
Drive-Right School of Driving, Rockford	33	511
Drive-Right School of Driving, Peoria	33	514
Edgebrook Driving School	35	500
Field's Academy School of Driving	37	500
Inter-State Driving School	51	500
Len Scaduto Driving School	57	500
Michael's Driving School, Inc.	63	502
New Way Driving School, Inc.	72	500
Peoria School of Driving	77	514
Rico Sure Way	83	500
Southwest Driving School, Chicago	90	500
Southwest Driving School, Oaklawn	90	500
Southwest Driving School, Tinley	90	500
Westlawn School of Safe Driving	100	500
Wilmette Driving School	101	500

EKG TECHNICIAN - 5217 Electo Diagnostic Technologies

	Page No.	Comm. Coll.
Medical Careers Institute	61	500

ELECTROLYSIS - 5006 Personal Service Technologies

	Page No.	Comm. Coll.
Academy of Beauty Culture	2	522
Midwest Institute of Electrolysis	64	500

ELECTRONICS - 5310 Electronics and Machine Technologies

	Page No.	Comm. Coll.
Coyne American Institute	28	500
DeVry Institute of Technology	31	500
Electronics Technical Institute	35	500

ENGINEERING - 5301 Mechanical and Engineering Technologies, General

	Page No.	Comm. Coll.
DeVry Institute of Technology	31	500
Electronics Technical Institute	35	500
Industrial Engineering College of Chicago	49	500

ENGLISH AS A SECOND LANGUAGE - 5600 Arts and Sciences (non-occupational)

	Page No.	Comm. Coll.
School for Vocational Careers, Inc.	88	500
Spanish American Commercial School	91	500

	Page No.	Comm. Coll.
ENGRAVING AND JEWELRY - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies		
Gem City College	41	539
EXECUTIVE SECRETARIAL - 5005 Secretarial Technologies		
Catherine Scott Secretarial School	20	500
Chicago College of Commerce	22	500
The First Business and Professional School of Wilmette	37	500
Fox College	39	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Business and Technical School	47	522
Illinois Commercial College	47	505
Marion Adult Education and Career Training Center, Inc.	59	500
Marycrest College, Inc.	60	520
Rockford Business College, Inc.	84	511
Sparks College	91	517
FASHION DESIGN AND TAILORING - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies		
Metropolitan School of Tailoring, Dressmaking, and Clothing Design	62	500
Ray-Vogue Schools	80	500
Spanish American Needle Trade School	91	500
FASHION MERCHANDISING - 5004 Marketing, Distribution, Purchasing, Business, and Industrial Management Technologies		
Gem City College	41	539
Ray-Vogue Schools	80	500

	Page No.	Comm. Coll.
FLIGHT INSTRUCTOR - 5011 Transportation and Public Utility Technologies		
AERO Services	5	536
Air Chicagoland	5	500
Aircraft Sales Corporation	6	532
Aviation Training Enterprises, Inc.	12	502
Britt Aviation, Inc.	16	507
Crystal Lake School of Aviation	28	528
Dixon Aviation, Inc.	31	506
DuPage Aviation Corporation	33	502
Elliott Flight Center	36	503
George J. Priester Aviation Service	41	500
Hill Brother Aviation, Inc.	46	514
Illini Aviation, Inc.	46	505
Mt. Hawley Aviation, Inc.	68	514
Peterson Flight School, Inc.	77	511
Ravon Aviation, Inc.	80	516
Reynolds Aviation, Inc.	82	522
South Central Aviation, Inc.	89	526
Trans-Air Corporation	94	532
Tufts-Edgcumbe, Inc.	96	509
FLORAL DESIGN - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies		
American Floral Art School	9	500
FURNITURE REFINISHING & REPAIR - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies		
Moch Upholstering School	67	539
G.E.D. (HIGH SCHOOL DIPLOMA) - 5600 Arts and Sciences (non-occupational)		
Illinois Business and Technical School	47	522

G.E.D. (HIGH SCHOOL DIPLOMA) (continued)

	Page No.	Comm. Coll.
School for Vocational Careers, Inc.	88	500

GENERAL BUSINESS - 5001 Business and Commerce Technologies, General

	Page No.	Comm. Coll.
College of Advanced Traffic	25	500
Hardin Business College	45	700
Illinois Commercial College	47	505
Marycrest College, Inc.	60	520
Northwestern Business College	73	500
Sparks College	91	517

GREENHOUSE MANAGEMENT - 5001 Business and Commerce Technologies, General

	Page No.	Comm. Coll.
DuPage Horticulture School, Inc.	34	502

HEATING, AIRCONDITIONING, & REFRIGERATION - 5317 Construction and Building Technologies

	Page No.	Comm. Coll.
Chastain Institute of Engineering Technicians	21	537
Coyne American Institute	28	500
Environmental Technician Institute	36	500
The Quincy Technical Schools	79	539
Spanish American Needle Trade School	91	500

HOMEMAKER HEALTH AIDE - 5405 Home Economics Technologies

	Page No.	Comm. Coll.
Marion Adult Education and Career Training Center, Inc.	59	500

INCOME TAX PREPARATION - 5001 Business and Commerce Technologies, General

	Page No.	Comm. Coll.
H & R Block Income Tax School	42	520

INSURANCE - 5001 Business and Commerce Technologies, General

	Page No.	Comm. Coll.
Insurance School of Chicago	51	500

INSURANCE SECRETARY - 5005 Secretarial Technologies

	Page No.	Comm. Coll.
Illinois Business and Technical School	47	522

INTERIOR DESIGN - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies

	Page No.	Comm. Coll.
Harrington Institute of Interior Design	45	500
Ray-Vogue Schools	80	500

KEYPUNCH - 5102 Keypunch Operator and Other Input Preparation Technologies

	Page No.	Comm. Coll.
Abana Keypunch School	2	500
Accurate Data School	4	500
Automation Academy, Inc.	11	500
Bryant and Stratton College	17	500
Cortez W. Peters Business College, Inc.	27	500
Gem City College	41	539
Illinois Business and Technical School	47	522
Metropolitan School of Business	62	500
Spanish American Commercial School	91	500

LEGAL SECRETARY - 5005 Secretarial Technologies

	Page No.	Comm. Coll.
Catherine Scott Secretarial School	20	500

	Page No.	Comm. Coll.
LEGAL SECRETARY (continued)		
Chicago College of Commerce	22	500
Chicago Professional College	23	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Business and Technical School	47	522
Illinois Commercial College	47	505
Metropolitan School of Business	62	500
Office Training Unlimited	74	532
Rockford Business College, Inc.	84	511
School for Vocational Careers, Inc.	88	500
MACHINE SHORTHAND - See Court Reporting		
MANICURING/PEDICURING - See Cosmetology		
MEDICAL SECRETARY - 5005 Secretarial Technologies		
Catherine Scott Secretarial School	20	500
Chicago College of Commerce	22	500
Chicago Professional College	23	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Business and Technical School	47	522
Illinois Commercial College	47	505
Illinois School of Commerce	49	500
Metropolitan School of Business	62	500
Office Training Unlimited	74	532
Rockford Business College, Inc.	84	511
School for Vocational Careers, Inc.	88	500
MEDICAL ASSISTANT - 5214 Medical Assistant and Medical Office Assistant		
Bryant and Stratton College	17	500

	Page No.	Comm. Coll.
Bryman School, Inc.	18	500
Marion Adult Education and Career Training Center, Inc.	59	500
Medical Aid Training School	61	500
The Sawyer School, Waukegan	87	532
MEDICAL RECEPTIONIST - 5005 Secretarial Technologies		
Medical Careers Institute	61	500
MEDICAL TRANSCRIPTION - 5213 Medical Record Technologies		
Rockford Business College, Inc.	84	511
MODELING AND CHARM - 5099 Business and Commerce Technologies, Other		
Barbizon School of Elmhurst	13	502
Joanne's School of Charm and Modeling	53	516
John Robert Powers School, Arlington Heights	53	500
John Robert Powers School, Chicago	53	500
John Robert Powers School, Villa Park	53	502
Mary Boncher Model Agency and School, Ltd., Bloomington	59	700
Mary Boncher Model Agency and School, Ltd., Champaign	59	505
Mary Boncher Model Agency and School, Ltd., Glen Ellyn	59	502
Mary Boncher Model Agency and School, Ltd., Saint Charles	59	509
Patricia Ray Charm & Modeling School	76	516
Pretty Girl, Inc.	78	500

	Page No.	Comm. Coll.
MONEY MANAGEMENT - 5099 Business and Commerce Technologies, Other		
National Training Corporation	70	514
MOTORCYCLE MECHANIC - 5306 Automotive Technologies		
American Motorcycle Mechanics School, Inc.	10	500
NURSE'S AID - 5209 Nursing, Practical		
Automation Academy, Inc.	11	500
Medical Careers Institute	61	500
OPTOMETRIC TECHNICIAN/ASSISTANT - 5212 Optical Technologies		
Plano Child Development Center	78	500
PERFORMING ARTS - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies		
John Robert Powers School, Arlington Heights	53	500
John Robert Powers School, Chicago	53	500
John Robert Powers School, Villa Park	53	502
Ted Liss Studio of the Performing Arts	93	500
PHOTOGRAPHY - 5007 Photography Technologies		
Ray-Vogue Schools	80	500
PILOT TRAINING - 5011 Transportation and Public Utilities Technologies		
AERO Services	5	536

	Page No.	Comm. Coll.
Air Chicagoland	5	500
Aircraft Sales Corporation	6	532
Britt Aviation, Inc.	16	507
Bresson Flying Service	16	506
Crystal Lake School of Aviation	28	528
Dixon Aviation, Inc.	31	506
DuPage Aviation Corporation	33	502
Elliott Flying Center	36	503
Galesburg Aviation	40	518
George J. Priester Aviation Service	41	500
Hill Brother Aviation, Inc.	46	514
Illini Aviation, Inc.	46	505
Kankakee School of Aeronautics	54	520
Mt. Hawley Aviation, Inc.	68	514
Patchett Flying Service	75	517
Peterson Flight School, Inc.	77	511
Ravon Aviation, Inc.	80	516
Reynolds Aviation, Inc.	82	522
Schaumburg Flite Training Center	87	500
South Central Aviation, Inc.	89	526
Trans-Air Corporation	94	532
Tufts-Edgcumbe, Inc.	96	509
POLYGRAPH EXAMINER - 5505 Police, Law Enforcement, and Corrections Technologies		
Keeler Polygraph Institute		
RADIO AND T.V. PRODUCTION/ANNOUNCING - 5008 Communications and Broadcasting Technologies		
Midwestern Broadcasting School	65	500
Omega School of Communications	74	500

	Page No.	Comm. Coll.
RADIO AND T.V. REPAIR - 5310 Electronics and Machine Technologies		
Electronics Technical Institute	35	500
REAL ESTATE - SALES & BROKERAGE - 5004 Marketing, Distribution, Purchasing, Business, and Industrial Management Technologies		
Acorn School of Real Estate Education	4	500
Chicago Real Estate Board/Hall Institute of Chicago	23	500
Cottingham-James Academy of Real Estate	27	500
DeMoon School of Real Estate	30	500
DuPage School of Real Estate	34	502
Illinois Commercial College	47	505
Illinois Real Estate Academy, Inc.	48	500
The Institute for the Development of Sales Potential, Inc.	50	500
Institute of Real Estate Sales	51	500
National Real Estate Schools	70	500
Real Estate Education Company	81	500
Real Estate Institute of America	81	500
Real Estate School of Illinois, Inc.	82	500
Reus Real Estate School	82	500
RECEPTIONIST - 5099 Business and Commerce Technologies, Other		
Hardin Business College	45	700
Office Training Unlimited	74	532
Rockford Business College, Inc.	85	511
The Sawyer School, Oak Park	86	500
REFRIGERATION - See Heating, Airconditioning, & Refrigeration		

	Page No.	Comm. Coll
RESPIRATORY THERAPY AIDE - 5299 Health Services and Paramedical Technologies		
Marion Adult Education and Career Training Center, Inc.	59	500
Medical Careers Institute	61	500
SALES/SALES MANAGEMENT - 5004 Marketing, Distribution, Purchasing, Business, and Industrial Management Technologies		
Marion Adult Education and Career Training Center, Inc.	59	500
Rockford Business College, Inc.	84	511
SECRETARIAL-CLERICAL-OFFICE PRACTICES - 5005 Secretarial Technologies		
Alexander - Smith Secretarial School	7	500
Brown's Career College	17	526
Bryant and Stratton College	17	500
Catherine Scott Secretarial School	20	500
Chicago College of Commerce	22	500
Chicago Professional College	23	500
Cortez W. Peters Business College, Inc.	27	500
The First Business and Professional School of Wilmette	37	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Business and Technical School	47	522
Illinois Commercial College	47	505
Marycrest College, Inc.	60	500
Metropolitan School of Business	62	500
MSTA Learning Centers	69	500
Northwestern Business College	72	500
Office Training Unlimited	74	532
Rockford Business College, Inc.	84	511

SECRETARIAL-CLERICAL-OFFICE PRACTICES (continued)

	Page No.	Comm. Coll.
The Sawyer School, Oak Park	86	500
The Sawyer School, Waukegan	87	532
School for Vocational Careers, Inc.	88	500
Southwest School of Business	90	500
Spanish American Commercial School	91	500
Sparks College	91	517
Trainco, Inc.	94	500

SECURITY TRAINING - 5505 Police, Law Enforcement, and Corrections Technologies

	Page No.	Comm. Coll.
American Security Training Institute	10	500
Pathfinder School of Security Training, Law Enforcement, and Investigations	76	500
United States School of Law Enforcement	97	500

SELF-IMPROVEMENT - 5600 Arts and Sciences (non-occupational)

	Page No.	Comm. Coll.
Barbizon School of Elmhurst	13	502
National Training Corporation	70	514
Patricia Ray Charm & Modeling School	76	516
Pretty Girl, Inc.	78	500

SPANISH LANGUAGE - 5600 Arts and Sciences (non-occupational)

	Page No.	Comm. Coll.
Spanish American Commercial School	91	500

STENOGRAPHIC - 5005 Secretarial Technologies

	Page No.	Comm. Coll.
Brown's Career College	17	526
Bryant and Stratton College	17	500
Chicago College of Commerce	22	500
Chicago Professional College	23	500
Cortez W. Peters Business College, Inc.	27	500
Gem City College	41	539
Hardin Business College	44	700
Illinois Business and Technical School	47	522
Illinois School of Commerce	49	500
Marion Adult Education and Career Training Center, Inc.	59	500
MSTA Learning Centers	69	500
Northwestern Business College	72	500
Office Training Unlimited	74	532
Rockford Business College, Inc.	84	511
The Sawyer School, Oak Park	86	500
The Sawyer School, Waukegan	87	532
School for Vocational Careers, Inc.	88	500
Spanish American Commercial School	91	500
Sparks College	91	517

TAILORING AND DRESSMAKING - See Fashion Design, Dressmaking, & Tailoring

TECHNICAL ILLUSTRATION - 5303 Engineering Graphics

	Page No.	Comm. Coll.
Chastain Institute of Engineering Technicians	22	537

TIMESTUDY/WORK MEASUREMENT SPECIALIST - 5399 Mechanical and Engineering Technologies, Other

	Page No.	Comm. Coll.
Industrial Engineering College of Chicago	49	500

TRANSPORTATION & TRAFFIC MANAGEMENT - 5011 Transportation and Public Utility Technologies

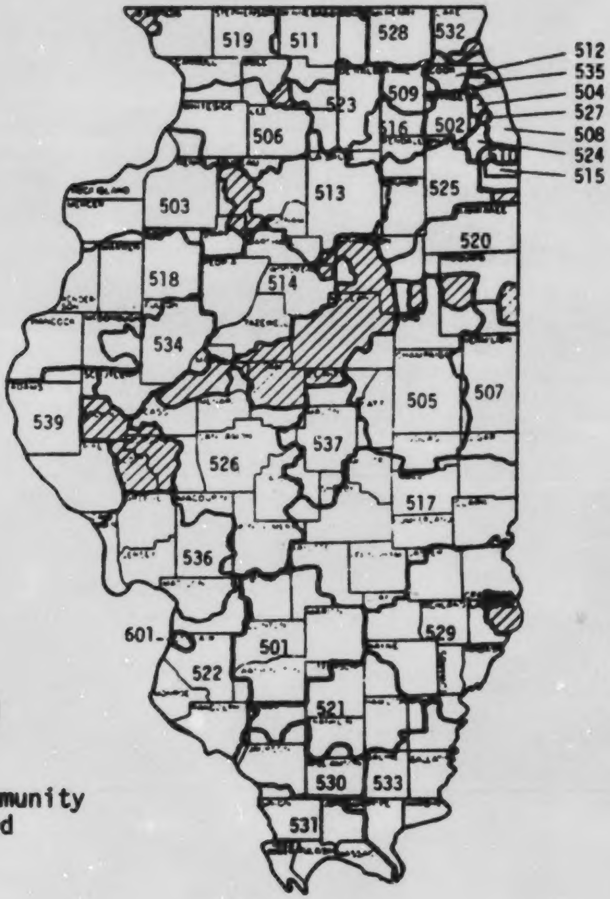
	Page No.	Comm. Coll.
College of Advanced Traffic	25	500

	Page No.	Comm. Coll.
TRAVEL AGENT - 5006 Personal Services Technologies		
International Travel Training Courses, Inc.	52	500
Regal School of Travel	82	500
The Travel School	95	500
V.I.P. Travel Agents School	98	500
TOOL AND DIE DESIGN - 5303 Engineering Graphics		
Chastain Institute of Engineering Technicians	22	537
TRACTOR/TRAILER DRIVER - 5011 Transportation and Public Utility Technologies		
Trainco, Inc.	94	500
UPHOLSTERING - 5313 Textile Technologies		
Moch Upholstering School	67	539
The Quincy Technical Schools	79	539
WATCHMAKING & CLOCK REPAIR - 5399 Mechanical and Engineering Technologies, General		
Bryant and Stratton College	17	500
Gem City College	41	539
WELDING - 5308 Welding Technologies		
American Institute of Occupational Trades	9	500
The Quincy Technical Schools	79	539
WINDOW DISPLAY - 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies		
Ray-Vogue Schools	80	500
WORD PROCESSING - 5005 Secretarial Technologies		
The First Business and Professional School of Wilmette	37	500

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS

(Map and Listing)

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS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DISTRICT ORGANIZATION
AS OF MARCH, 1975

Source: Illinois Community
College Board

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS

DISTRICT NUMBER/COMMUNITY COLLEGE	
500	Includes the following Community College Districts: 504 - Triton College 508 - City Colleges of Chicago 510 - Thornton Community College 512 - William Rainey Harper College 515 - Prairie State College 524 - Moraine Valley Community College 527 - Morton College 535 - Oakton Community College
501	Kaskaskia College, Centralia
502	College of DuPage, Glen Ellyn
503	Black Hawk College, Moline and Kewanee
504	Triton College, River Grove
505	Parkland College, Champaign
506	Sauk Valley College, Dixon
507	Danville Junior College, Danville
508	City Colleges of Chicago, Chicago
509	Elgin Community College, Elgin
510	Thornton Community College, South Holland
511	Rock Valley College, Rockford
512	William Rainey Harper College, Palatine
513	Illinois Valley Community College, Oglesby
514	Illinois Central College, East Peoria
515	Prairie State College, Chicago Heights
516	Waubonsee Community College, Sugar Grove

DISTRICT NUMBER/COMMUNITY COLLEGE	
517	Lake Land College, Mattoon
518	Carl Sandburg College, Galesburg
519	Highland Community College, Freeport
520	Kankakee Community College, Kankakee
521	Rend Lake College, Ina
522	Belleville Area College, Belleville
523	Kishwaukee College, Malta
524	Moraine Valley Community College, Palos Hills
525	Joliet Junior College, Joliet
526	Lincoln Land Community College, Springfield
527	Morton College, Cicero
528	McHenry County College, Crystal Lake
529	Illinois Eastern Community Colleges; Olney, Mt. Carmel, and Robinson
530	John A. Logan College, Carterville
531	Shawnee College, Ullin
532	College of Lake County, Grayslake
533	Southeastern Illinois College, Harrisburg
534	Spoon River College, Canton
535	Oakton Community College, Morton Grove
536	Lewis and Clark Community College, Godfrey
537	Richland Community College, Decatur
539	John Wood Community College, Quincy
601	State Community College of E. St. Louis, E. St. Louis
700	Not in an established Illinois Public Community College District

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
A.A.D.T.A. DRIVING SCHOOL 120 West Third Street Alton, Illinois 62002 Phone: (618) 462-2812 Available Financial Aids: DVR, DPP, DC Accreditation: IOE, IOSS Associations: NAPDEA Program Title:																			
Driver Education Lab (in-car)	1954		15				18/hr.		1			D/E	Day						
Theory (auto safety)			15						10			D/E	2 Wk.						
A.A.D.T.A. DRIVING SCHOOL Quad Cities, Inc. 404 Fourth Avenue Moline, Illinois 61265 Phone: (309) 764-2492 Accreditation: IOE, IOSS Program Title:	1954																		
Teen Program			15			X	175		12				4	36					
Adult Program							V		1				V	V					
A-AA JOHN HANCOCK SCHOOL OF DRIVING* 1915 North Harlem Avenue Chicago, Illinois 60635																			
A-AA-A LINCOLN DRIVING SCHOOL* 3152 West Montrose Chicago, Illinois 60618																			
A-ADAMS SCHOOL OF DRIVING, INC.* 6040 Dempster Street Morton Grove, Illinois 60053																			
A-COSMOPOLITAN DRIVER TRAINING SCHOOL* 4766 North Milwaukee Chicago, Illinois 60630																			
A-DELTA DRIVING SCHOOL, INC.* 2141 South Laramie Avenue Cicero, Illinois 60650																			

ILLINOIS PROPRIETARY SCHOOLS LISTING AND INFORMATION

(Alphabetical Order)

64/a

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ABANA KEYPUNCH SCHOOL 2320 West Lawrence Chicago, Illinois 60625 Phone: (312) 784-3131 Available Financial Aids: DPP Accreditation: IOE Program Title:																			
Keypunch, Key-Tape, Key-Disk	1974		16				295		3		D/E	All	Day		100			X	
ACADEMY OF BEAUTY CULTURE 5400 West Main Street Belleville, Illinois 62223 Phone: (618) 234-4398 Available Financial Aids: BEOG, SEOG, ISS, SGL, DVR, DPP, CETA, NDSL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IACS, IHCA Program Title:	1941																X	X	X
Basic Cosmetology		GED					800		15		D	D	Mo.	37	1500				
Electrology						X	800		1	X	D/E	D/E	Mo.	12	300				
Advanced Cosmetology						X	75		10		D	D/E	Mo.	1	40				
Nutrition Make-Up						X	125		15		D	D/E	Mo.	10	100				
ACADEMY OF DOG GROOMING Taylor Road Rural Route 2, Box 279 Hanna City, Illinois 61536 Phone: (309) 565-7622 Accreditation: IOE Program Title:	1974																X		X
Advanced Grooming and Shop Management			16				450		5		D	D/W	Day	5	120				
Basic Grooming			16				350		5		D	D/W	Day	3	90				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
A-HARMANS DRIVING SCHOOL* 2950 West 59th Street Chicago, Illinois 60629																			
A-MARGARITA DRIVING SCHOOL* 3250 North Halsted Chicago, Illinois 60657																			
A-NEUTRAL DRIVING SCHOOL* 2209 West Montrose Avenue Chicago, Illinois 60618																			
A-NORTH SHORE DRIVING SCHOOL, INC. 4935 West Foster Avenue Chicago, Illinois 60630 Phone: (312) 777-9600	1953																		
Accreditation: IOE, IOSS																			
Program Title:																			
Teen Program (classroom)			15				174	5	15			All	Wk.						
(in-car)									2										
Adult Program			18				185		1			All	V						
A-1 DRIVING SCHOOL 594 Fifth Avenue Aurora, Illinois 60505 Phone: (312) 964-6999	1960																		
Accreditation: IOE, IOSS																			
Program Title:																			
Complete Teen Program (classroom)			15			X	180		20		E		Mo.	V	30				
(lab)									1						6				
Teen Program (lab only)			15			X	120		1		E		Mo.	V	6				
Adult Program						X	20/hr.		1			D/E	Mo.	V	V				
A-PROGRESSIVE DRIVING SCHOOL* 5621 West Fullerton Avenue Chicago, Illinois 60639																			

ACCURATE DATA SCHOOL
5044 West Irving Park Road
Chicago, Illinois 60641
Phone: (312) 777-1072

Available Financial Aids:
DVR, DPP

Accreditation: IOE

Associations: IFIPS

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Keypunching	1973		16			X	300		7		D/E	Day		90				X	X
Computer Programming					X		1745		7		D/E	FT		435					

ACME SCHOOL OF BARTENDING
5757 West 95th Street
Suite 12
Oak Lawn, Illinois 60453
Phone: (312) 425-1136

Accreditation: IOE

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ACME SCHOOL OF BARTENDING	1971																	X	X
Bartending							165		8		E		Wk.	1	40				

ACORN AUTO DRIVING SCHOOL, INC.
1402 Ashland Avenue
Evanston, Illinois 60201
Phone: (312) 475-6360

Available Financial Aids:
DPP

Accreditation: IOE, IOSS

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ACORN AUTO DRIVING SCHOOL, INC.	1975																X		
Teen Driver Education (classroom)			15				150		15		D		Mo.	4	32				
(in-car)									2		D/E		Mo.	4	6				
Adult Driver Education							210		1		D/E	All	Day	2	10				

ACORN SCHOOL OF REAL ESTATE EDUCATION
140 East Palatine Road
Arlington Heights, Illinois 60064
Phone: (312) 394-9100

Accreditation: IOE, IDRE

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ACORN SCHOOL OF REAL ESTATE EDUCATION	1977																		
Basic Real Estate		GED	21				75	17	15			E	Mo.	11	30				
Brokers Classes		GED	21				240	17	15			E	Mo.	11	60				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ACTION SCHOOL OF DRIVING, INC. 2640 Golf Road Glenview, Illinois 60025 Phone: (312) 724-5858 **Accreditation:** IOE, IOSS **Program Title:**																			
Driver Training	1976		15			X	150		8		E		2 Wk	4	30				
ADVANCE DRIVING SCHOOL* 243 West Cermak Road Chicago, Illinois 60616																			
AERO SERVICES P. O. Box 31 East Alton, Illinois 62024 Phone: (618) 259-4099 **Available Financial Aids:** VA **Accreditation:** FAA **Associations:** NATA, IPA **Program Title:**	1971																		
Private Pilot			17			X	150	640	1		D	All	Day		35				
Commercial Pilot						X		10,000	1		D	All	Day		250				
Airline Transport Pilot						X		10,000	1		D	All	Day		1500				
Instrument Rating						X	150	7,000	1		D	All	Day		200				
Flight Instructor Rating						X	35	7,000	1		D	All	Day		250				
(All fees are given as minimum program costs)																			
AFT PRIVATE PILOT GROUND SCHOOL* 5245 West 55th Street Room 300 Chicago, Illinois 60638																			
AIR CHICAGOLAND Chicagoland Airport, Inc. D/B/A Chicagoland Airport P.O. Box 2508 Wheeling, Illinois 60090 Phone: (312) 634-3460 **Available Financial Aids:** VA **Accreditation:** IOE, FAA (continued)	1946																		

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
AIR CHICAGOLAND (continued) **Program Title:**																			
Private License						X		V	1				Day		FAA				
Commercial License						X		V	1				Day		FAA				
Instrument Rating						X		V	1				Day		FAA				
Multi-Engine Rating						X		V	1				Day		FAA				
Flight Instructor License						X		V	1				Day		FAA				
Instrument Flight Instructor						X		V	1				Day		FAA				
Multi-Engine Flight Instructor						X		V	1				Day		FAA				
AIRCRAFT SALES CORPORATION Waukegan Memorial Airport Waukegan, Illinois 60085 Phone: (312) 623-2295 **Available Financial Aids:** VA **Accreditation:** IOE, FAA **Program Title:**	1965																		
Private Pilot Program			16				1,500		8			All	Day	V					
Commercial Pilot Program						X	10,000		8			All	Day	V					
Flight Instructor Program						X	3,500		8			All	Day	V					
ALBERTO'S INSTITUTE OF COSMETOLOGY 100 South Longwood Street Rockford, Illinois 61108 Phone: (815) 963-2227 **Available Financial Aids:** BEOG, SEOG, SGL, DVR, CETA, FISL, VA, Soc. Sec. **Accreditation:** IDRE, CAC **Associations:** NACS, IACS **Program Title:**	1961															X	X	X	X
Cosmetology		8	16				1,195	120	20		D	E	Mo.		1500				
Cosmetology Instructor (500 hr. course available for those with 1 year's experience)		GED	18				300				D	E	Mo.		1000				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ALEXANDER - SMITH SECRETARIAL SCHOOL 55 East Monroe Street Suite 3420 Chicago, Illinois 60603 Phone: (312) 641-2681 **Accreditation:** IOE **Program Title:**																			
Secretarial	1977	HS					3,120	240	5		D/E	D/E	Day	5	960		X		X
ALEXANDER'S BEAUTY SCHOOL 1340 South Pulaski Road Chicago, Illinois 60623 Phone: (312) 762-1906 **Available Financial Aids:** DVR, VA **Accreditation:** IDRE **Associations:** BSOTA **Program Title:**	1955															X	X	X	X
Beauty Culture		8					750	149	10		D/E	D/E	Day	40	8				
Advanced Hair Styling		8					350	50	10		D/E	D/E	Day	10	2				
Hair Weaving		8					350	150	10		D/E	D/E	Day	10	2				
Teachers Training		GED					600		10		D/E	D/E	Day	40	8				
ALL-AMERICAN SCHOOL OF DRIVING* 5858 North Milwaukee Avenue Chicago, Illinois 60646																			
ALLA MAE'S SCHOOL OF BEAUTY CULTURE 620 North Collins Street Joliet, Illinois 60432 Phone: (815) 722-2472 **Available Financial Aids:** SGL, DVR, DPP, CETA, VA, Soc. Sec. **Accreditation:** IOE, IDRE **Associations:** IACS **Program Title:**	1961															X	X	X	
Beauty Culture							750				D/E	D/E	Wk.		1500				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ALLIED INSTITUTE OF TECHNOLOGY 1312 South Michigan Avenue Chicago, Illinois 60605 Phone: (312) 427-3915 Available Financial Aids: BEOG, SEOG, DVR, DPP, PTJPS, NDSL, VA, Soc. Sec. Accreditation: IOE, HEW, NATTS Associations: IATTS Program Title:																			
Automotive Technology	1929	GED			X		3,075	207	20		D/E		5 Wk.	35	963		X	X	X
ALPHA DRIVING SCHOOL 2325 West Leland Avenue Chicago, Illinois 60625 Phone: (312) 784-0737 Accreditation: IOSS Program Title:																			
Driving Instruction			16				17.5/hr.		15		D/E	D/E	Day		V				
ALVAREITA'S COLLEGE OF COSMETOLOGY, INC. 333 South Kansas Street Edwardsville, Illinois 62025 Phone: (618) 656-2593 Available Financial Aids: BEOG, SGL, DVR, FISL, VA, Soc. Sec. Accreditation: IDRE Associations: NSOA, ISOA, NACAC, IASFAA, NASFAA Program Title:	1963															X	X	X	X
Cosmetology (full-time)		8					775	275			D		6 Wk.	40	1540				
(part-time)							825	275				D/E							
AMERICAN EAGLE AVIATION SERVICE* South Milwaukee Avenue Pal-Waukee Airport Wheeling, Illinois 60090																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORMA.	COUNSELING	PLACEMENT	REFUND POLICY
AMERICAN EUROPEAN DRIVING SCHOOL 3927 North Clarendon Chicago, Illinois 60639 Phone: (312) 528-7773 Accreditation: IOSS Program Title:																			
Driving School	1970						V		1		D		Day	V	V				
AMERICAN FLORAL ART SCHOOL 539 South Wabash Avenue Chicago, Illinois 60605 Phone: (312) 922-9328 Available Financial Aids: VA Accreditation: IOE Program Title:	1946															X	X	X	X
Modern Floral Design							360		5		D		FT	3					
AMERICAN INSTITUTE OF DRAFTING OF CHICAGO, INC.* 202 South State Street Chicago, Illinois 60604																			
AMERICAN INSTITUTE OF OCCUPATIONAL TRADES 2323 North Pulaski Road Chicago, Illinois 60639 Phone: (312) 489-2828 Available Financial Aids: DVR, DPP, PTJPS, CETA, VA, Soc. Sec. Accreditation: IOE Associations: IFIPS, IATTS Program Title:	1933															X	X	X	X
Industrial Welding		8							15		D/E	D/E	6 Wk.	26	650				
Auto Body and Fender Repair		8							15		D/E	D/E	6 Wk.	24	600				
Scientific Motor Tune-Up and Service Technician		8							15		D/E	D/E	6 Wk.	24	600				
AMERICAN LAW ENFORCEMENT ACADEMY, INC.* 1701 South First Avenue Maywood, Illinois 60153																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
AMERICAN MOTORCYCLE MECHANICS SCHOOL, INC. 2840 North Halsted Street Chicago, Illinois 60657 Phone: (312) 929-0771 Available Financial Aids: DVR, VA Accreditation: IOE Program Title:																			
Basic Day Motorcycle Mechanics Course	1969	GED					950	75	35		D		6 Wk.	6	180				X
Basic Night Motorcycle Mechanics Course		GED					950	75	35			E	6 Wk.	12	180				
Advanced Day Motorcycle Mechanics Course		GED					1,890	75	35		D		6 Wk.	15	360				
Advanced Night Motorcycle Mechanics Course		GED					1,890	75	35			E	6 Wk.	30	360				
Motorcycle Maintenance and Tune-Up Course		GED					350	75				W	FT	6	36				
(Educational requirement may be waived) (Student/Faculty ratio is the maximum allowed)																			
AMERICAN SECURITY TRAINING INSTITUTE 640 North LaSalle Street Chicago, Illinois 60610 Phone: (312) 944-0446 Accreditation: IOE, IDRE Program Title:	1976																		
30 Hour Basic Security							35		20			D/E	Wk.		30				
Advanced Weapons							50		20			D/E	Mo.		20				
Advanced Retail							25		15			D/E	2 Mo.		10				
AMOZONAS DRIVING SCHOOL* 1519 West Foster Avenue Chicago, Illinois 60640																			
ARCO DRIVING SCHOOL* 850 North Damen Avenue Chicago, Illinois 60622																			
ARENA DRIVING SCHOOL* 1909 East 79 Street Chicago, Illinois 60649																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ARLINGTON ACADEMY OF BEAUTY CULTURE 201 Wing Street Arlington Heights, Illinois 60005 Phone: (312) 259-5380 **Available Financial Aids:** DVR, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:** Beauty Culture	1971	8					1,250		18		D	D/E	8 Wk.		1500			X	X
ARROW BEAUTY SCHOOL 1213 North Milwaukee Avenue Chicago, Illinois 60622 Phone: (312) 252-7121 **Accreditation:** IDRE **Program Title:**	1952																X	X	
Cosmetology		8	16				900	83	20		D	D/E	Day		1500				
ATHENIAN DRIVING SCHOOL* 4726 North Western Avenue Chicago, Illinois 60625																			
AUTOMATION ACADEMY, INC. 22 West Madison Street Suite 219 Chicago, Illinois 60602 Phone: (312) 939-5353 **Available Financial Aids:** DVR, CETA, Soc. Sec. **Accreditation:** IOE **Associations:** BBB **Program Title:**	1970																X	X	X
Keypunch		8	16				450		20		D/E	W	Wk.	14	84				
Nurse's Aid		8	16				350	10	16		D/E	W	Wk.	15	90				

AUTOMOTIVE TECHNICAL INSTITUTE, INC.
2747 West Lawrence Avenue
Chicago, Illinois 60625
Phone: (312) 275-8116

Available Financial Aids:
DVR, DPP, CETA, VA, Soc. Sec.

Accreditation: IOE

Associations: IATTS

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Auto Mechanics	1963		16		X		1,100	29	25		D	E	Qtr.	32	800		X		X
Auto Body Repairing & Repainting			16		X		800	11	20			E	Qtr.	32	500				
(students are also required to furnish tools)																			

AVENUE ACADEMY OF COSMETOLOGY
209½ East University Avenue
Champaign, Illinois 61820
Phone: (217) 352-7833

Available Financial Aids:
BEOG, SEOG, SGL, DVR, DPP, NDSL, FISL, VA, Soc. Sec.

Accreditation: IDRE, CAC

Associations: IHCA

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
AVENUE ACADEMY OF COSMETOLOGY	1965																X		X
Cosmetology		GED				X	1,500	65	20		D	D	Wk.	40	1500				

AVIATION TRAINING ENTERPRISES, INC.
5245 West 55th Street
Chicago, Illinois 60638
Phone: (312) 735-8222

Available Financial Aids:
DVR, VA

Accreditation: IOE, FAA

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
AVIATION TRAINING ENTERPRISES, INC.	1947															X	X		X
Commercial Pilot						X	V		1		D/E	All	Day	14	140				
Instrument Pilot Rating						X	V		1		D/E	All	Day	3	70				
Certified Flight Instructor						X	V		1		D/E	All	Day	3	60				
Airline Transport Pilot						X	V		1		D/E	All	Day	2	40				

AVIATION TRAINING ENTERPRISES, INC.*
Planemaster Hangar
Dupage County Airport
West Chicago, Illinois 60185

BALDA DRIVER TRAINING SCHOOL
3701 Sheridan Road
Peoria, Illinois 61614
Phone: (309) 688-5631

Available Financial Aids:
DVR

Accreditation: IOE, IOSS

Program Title:

Program Title		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Teen-age Program (classroom)	1959		15				135		16		D/E		5 Wk.	4	30				
(in-car)									1		D/E		Day	3	6				
Adult Program (private classroom)			18				18/hr.		1		D/E		Day		1				
(classroom)			18				18		16		D/E		5 Wk.		6				
(in-car)			18				18/hr.		1		D/E		Day		1				

BARBIZON SCHOOL OF ELMHURST
679 West North Avenue
Elmhurst, Illinois 60126
Phone: (312) 279-3660

Available Financial Aids:
DPP, PTJPS, Occasional Scholarships

Accreditation: IOE

Program Title:

Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1975																X	X	X
Modeling						X			10			All	Day						
Self-Improvement						X			10			All	Day						

BARBIZON SCHOOL OF MODELING*
875 North Michigan Avenue
Suite 1515
Chicago, Illinois 60611

BEAU MONDE SCHOOL OF BEAUTY
309 South Neil Street
Champaign, Illinois 61820
Phone: (217) 356-0099

Available Financial Aids:
BEOG, SEOG, ISS, SGL, DVR, CETA, VA, Soc. Sec.

Accreditation: IDRE

Associations: NSOA

Program Title:

Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1975																X	X	X
Cosmetology		8					1,100	150	20		D	D	FT	43	1600				

BELLEVILLE BARBER COLLEGE
329 North Illinois
Belleville, Illinois 62220
Phone: (618) 234-4424

Available Financial Aids:
DVR, CETA, VA, Soc. Sec.

Accreditation: IDRE

Associations: IABSC

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Barber & Stylist	1960	10	16			X	1,175	245	17		D		SA	47	1872	X	X	X	X

BEST SCHOOL OF DRIVING
224 Dundee Avenue
Elgin, Illinois 60120
Phone: (312) 742-0100

1020 Washington Street
Waukegan, Illinois 60085
Phone: (312) 662-0900

Accreditation: IOE

Program Title.

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
BEST SCHOOL OF DRIVING	1966																X		
Adult Drivers Education (classroom)			18					280	1		D/E		Day	4	16				
Teenage Drivers (classroom)			15				12	140	15		E		Mo.	4	30				
(in-car)									1						6				
Renewal of License (classroom)			18			X	12	160	10		E		2 Wk.	2	8				
(in-car)									1						8				
Behind the Wheel			15				12	100	1		D/E		Day	2	12				
The Skilled Driver (classroom)			18						1		D/E		Day	5	8				
(driving)									1						16				

BEVERLY DRIVING SCHOOL
9930 South Western Avenue
Chicago, Illinois 60643
Phone: (312) 233-7036

Accreditation: IOE, IOSS

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
BEVERLY DRIVING SCHOOL	1961																X		
Driver Education Program			15				119		15		E		Mo.	4	30				
Adult Program						X	148		1				Day		8				

BEVERLY HILLS SCHOOL OF BEAUTY CULTURE
9905 South Western Avenue
Chicago, Illinois 60643
Phone: (312) 239-4540

Available Financial Aids:
DPP, Soc. Sec.

Accreditation: IDRE

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Beauty Culture	1965	8	16				500		10		D/E	E	2 Wk.	36	1500			X	

BEYER AVIATION
Wagon Wheel Airport
Rockton, Illinois 61072
Phone: (815) 624-7303

Accreditation: FAA

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
BEYER AVIATION	1969																		
Private Pilot						X	V		10		D/E	D/E	Day		45				
Commercial Pilot						X	V		10		D/E	D/E	Day		250				
Multi-Engine Pilot						X	730		5		D/E	D/E	Day		10				
Instrument Pilot						X	35/hr.		5		D/E	D/E	Day		40				

BLACKHAWK AIR SERVICE, INC.*
Whiteside County Airport
Rock Falls, Illinois 61071

BLOOMINGTON ACADEMY OF BEAUTY CULTURE
220 North Center Street
Bloomington, Illinois 61701
Phone: (309) 829-2308

Available Financial Aids:
BEOG, SEOG, SGL, DVR, CETA, NDSL, VA, Soc. Sec.

Accreditation: IDRE, CAC

Associations: NHCA, IHCA, NACS, OHFC, IHFC, CBHCA

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
BLOOMINGTON ACADEMY OF BEAUTY CULTURE	1955															X	X	X	X
Cosmetology (full-time program)		HS	16			X	900	375	20		D	D	FT	38	1500				
(part-time program)		HS	16			X	1,100	375	20		D	D	FT	76	1500				
Advanced Cosmetology (full-time program)						X	600	100	20		D	D	FT	6	240				
(part-time program)						X	800	100	20		D	D	FT	12	240				
Teachers Training (500 hour program)						X	900	300	1		D	D	FT	12	500				
Teachers Training (1000 hour program)						X	1,200	300	1		D	D	FT	24	1000				

BLUE ISLAND SCHOOL OF BEAUTY CULTURE
12840 South Western Avenue
Blue Island, Illinois 60406
Phone: (312) 388-4949

Available Financial Aids:
DVR, VA, Soc. Sec.

Accreditation: IDRE

Associations: IABCS

Program Title:

Program Title	Date of Founding	Admission Requirements: Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Program Costs: Tuition	Other Fees	Program Characteristics: Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Student Services: Housing Inform.	Counseling	Placement	Refund Policy
Beauty Culture	1959	8	16				850	20	20		D	D	Mo.	39	1500				X
Teacher Training (500 hour program)		GED				X					D	D	Mo.	13	500				
Teacher Training (1000 hour program)		GED				X					D	D	Mo.	26	1000				

BORINQUEN DRIVING SCHOOL*
2735 West Division Street
Chicago, Illinois 60622

BRESSON FLYING SERVICE
Box 196
Compton, Illinois 61318
Phone: (815) 628-7111

Accreditation: FAA

Program Title:

Program Title	Date of Founding	Admission Requirements: Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Program Costs: Tuition	Other Fees	Program Characteristics: Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Student Services: Housing Inform.	Counseling	Placement	Refund Policy
	1949																X		
Private Pilot			16			X		1595	10			All	Day	12	86.5				
Commercial Pilot			16			X		5995	5			All	Day	26	200				
Instrument Rating			16			X		1595	5			All	Day	12	40				

BRITT AVIATION, INC.
Rural Route 3
Vermilion County Airport
Danville, IL 61832
Phone: (217) 442-0218

Available Financial Aids:
VA

Accreditation: FAA

Program Title:

Program Title	Date of Founding	Admission Requirements: Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Program Costs: Tuition	Other Fees	Program Characteristics: Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Student Services: Housing Inform.	Counseling	Placement	Refund Policy
	1956																X		X
Private Pilot			16			X			1	G	D/E	All	Day		35				
Commercial Pilot			17			X			1	G	D/E	All	Day		199				
Instrument Rating						X			1	G	D/E	All	Day		40				
Additional Aircraft Rating						X			1	G	D/E	All	Day		V				
Flight Instructor Certification						X			1	G	D/E	All	Day		25				
Additional Flight Instructor Rating						X			1	G	D/E	All	Day		20				

(Contact hours given are for flight-time only; ground-school hours are additional)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
BROADWAY BEAUTY SCHOOL 665 West Broadway Avenue Bradley, Illinois 60915 Phone: (815) 932-5049 Available Financial Aids: ISS, SGL, DVR, CETA, VA, Soc. Sec. Accreditation: IDRE Associations: IACS Program Title:	1919															X	X	X	X
Beauty Culture			12			X	635		17		D	D	2 Mo.	45	1500				
Teacher Training						X	500				D	D	Day		1000				
BROWN'S CAREER COLLEGE 1228 South Seventh Street Springfield, Illinois 62703 Phone: (217) 523-3129 Available Financial Aids: DVR, PTJPS, CETA, VA, Soc. Sec. Accreditation: IOE Associations: IBSA, ISCC Program Title:	1864															X	X	X	X
Clerical			X				480		15		D	D/E	Wk.	16	432				
Stenographic		X					840		15		D	D/E	Wk.	28	756				
Secretarial		X					1,080		10		D	D/E	Wk.	36	972				
Administrative Secretarial		X					1,920		10		D	D/E	Wk.	64	1728				
Junior Accounting		X					1,560		10		D	D/E	Wk.	52	1404				
Senior Accounting		X					2,700		10		D	D/E	Wk.	90	2403				
Court Reporting		X				X	2,160		10		D	D/E	Wk.	72	1944				
BRYANT AND STRATTON COLLEGE 185 North Wabash Avenue Chicago, Illinois 60601 Phone: (312) 332-7056 Available Financial Aids: DVR, CETA, VA Accreditation: IOE Associations: IFIPS Program Title:																		X	
Keypunch/Clerk Typist						X	1,323		20		E		Wk.	18	630				
Stenographer						X	2,058		20		E		Wk.	28	980				
Accounting						X	2,573		20		E		Wk.	35	1225				
Medical Assistant						X	2,058		20		E		Wk.	28	980				
Clerk Typist						X	1,323		20		E		Wk.	18	630				
Watchmaking & Repairing						X	3,640		25		E		Wk.	52	1820				

THE BRYMAN SCHOOL, INC.
140 South Dearborn Street
Chicago, Illinois 60603
Phone: (312) 368-4911

Available Financial Aids:
BEOG, SEOG, DVR, DPP, NDSL, Soc. Sec.

Accreditation: IOE, NATTS

Associations: IATTS

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
THE BRYMAN SCHOOL, INC.	1968																	X	
Medical Assisting		GED	17			X	2,220	75	24		D	E	Mo.	28	520				
Dental Assisting		GED	17			X	2,220	75	24		D		Mo.	28	520				
BYERLY AVIATION, INC.*																			
CAMEO SCHOOL OF BEAUTY CULTURE	1960																X	X	X
Cosmetology (educational requirement may be waived)		GED	16				950		15		D/E	Wk.	FT	40	1500				
CAPRI-ASHBURN SCHOOL OF BEAUTY CULTURE	1968																X	X	X
Basic Cosmetology Course		GED	16			X	750	25	12		D	D	FT	36	1500				
Advanced Brush Up		GED	16			X	250		12		D	D	FT	7	250				
Teacher Training		HSG	19			X	700		1		D	D	FT	24	1000				

BYERLY AVIATION, INC.*
Greater Peoria Airport
Peoria, Illinois 61607

CAMEO SCHOOL OF BEAUTY CULTURE
9714 South Cicero Avenue
Oak Lawn, Illinois 60453
Phone: (312) 636-4660

Available Financial Aids:
BEOG

Accreditation: IDRE, CAC

Associations: ICSOA, CCA

Program Title:

Cosmetology (educational requirement may be waived)

CAPRI-ASHBURN SCHOOL OF BEAUTY CULTURE
3728 West 79th Street
Chicago, Illinois 60652
Phone: (312) 581-6081

Available Financial Aids:
BEOG, SEOG, NDSL, VA, Soc. Sec.

Accreditation: IDRE, CAC

Associations: ICSOA

Program Title:

Basic Cosmetology Course
Advanced Brush Up
Teacher Training

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
CAPRI-GARFIELD RIDGE SCHOOL OF BEAUTY CULTURE, INC. 6388 West Archer Avenue Chicago, Illinois 60638 Phone: (312) 581-2130 Available Financial Aids: BEOG, SEOG, DVR, NDSL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IACS, IHCA Program Title:	1968																X	X	X
Cosmetology (basic)		X	X				700	25	10		D/E	D/E	2 Mo.	39	1500				
Cosmetology (instructor)		X	X			X	700	25	3		D/E	D/E	2 Mo.	25	1000				
CAPRI SCHOOL OF BEAUTY CULTURE 2653 West 63rd Street Chicago, Illinois 60629 Phone: (312) 778-1077 Available Financial Aids: BEOG, SEOG, SGL, NDSL Accreditation: IDRE, CAC, NATTS Associations: IACS, IHCA Program Title:	1960																X	X	X
Cosmetology		8					875	25	12		D/E	D/E	Qtr.	39	1560				
Student Teaching		GED					800		1		D		6 Mo.	26	1040				
CARDENAL DRIVING SCHOOL* 2712 West Division Street Chicago, Illinois 60622																			
CARDINAL AIRCRAFT SERVICE, INC.* P.O. Box 324 Grayslake, Illinois 60030																			
CARIBE DRIVING SCHOOL 3323 West Armitage Avenue Chicago, Illinois 60647 Phone: (312) 235-3777 Accreditation: IOE, IOSS Program Title:	1971																		
Driving Instructions			15								D/E								

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
CATHERINE SCOTT SECRETARIAL SCHOOL Prudential Plaza 130 East Randolph Street Suite 200 Chicago, Illinois 60601 Phone: (312) 861-0500 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, PTJPS, NDSL, FISL, Soc. Sec. Accreditation: IOE Associations: AICS, IBSA Program Title:	1939															X	X	X	X
Executive Secretarial		GED					2,710		20		D/E		Mo.	50	1500				
Medical Secretarial		GED					2,710		20		D/E		Mo.	50	1500				
Legal Secretarial		GED					2,710		20		D/E		Mo.	50	1500				
Secretarial		GED					2,340		20		D/E		Mo.	50	1500				
CELE WHAN ACADEMY OF BEAUTY, INC. 4619 - 34th Street Rock Island, Illinois 61201 Phone: (309) 786-8448 Available Financial Aids: BEOG, SEOG, ISS, DVR, DPP, FISL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IHCA, IACS Program Title:	1962																X	X	X
Cosmetology		HS	16				950	70	20		D	D	Qtr.	38	1500				
CENTRAL ILLINOIS BARBER COLLEGE 566 North Water Street Decatur, Illinois 62525 Phone: (217) 423-5449 Available Financial Aids: DVR, DPP, CETA, VA, Soc. Sec. Accreditation: IDRE Associations: IABSO Program Title:	1946																X		X
Barber Stylist		10	16				75/Mo.	15	15		D	D	Day	39	1872				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
CENTRALIA SCHOOL OF COSMETOLOGY 105 East Broadway Street Centralia, Illinois 62801 Phone: (618) 532-4222 **Available Financial Aids:** DVR, CETA, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:** Beauty Culture	1960	8	16				200	50	15		D/E	D/E	Mo.	38	1500		X		X
CHAMPAIGN BARBER COLLEGE 309 South Neil Street Champaign, Illinois 61820 Phone: (217) 356-8936 **Available Financial Aids:** DVR, CETA, VA **Accreditation:** IDRE **Associations:** IABSO **Program Title:** Barbering	1964	10	16				1,600	8	23		D	D	Wk.	50	1872		X		X
CHAMPAIGN BEAUTY SCHOOL 209 North Neil Street Champaign, Illinois 61820 Phone: (217) 352-8348 **Available Financial Aids:** DVR, DPP, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** NACS **Program Title:** Beauty Culture	1934	X	X			X	750		20		D	D/W	Day	38	1500		X	X	
CHASTAIN INSTITUTE OF ENGINEERING TECHNICIANS 735 North Water Street P.O. Box 1587 Decatur, Illinois 62525 Phone: (217) 429-2389 **Available Financial Aids:** DVR, DPP, VA, Soc. Sec., WIN **Accreditation:** IOE **Associations:** IATTS (continued)	1966															X	X	X	X

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
CHASTAIN INSTITUTE OF ENGINEERING TECHNICIANS (continued) Program Title:																			
Architectural Drafting & Design		10	17				2,990	75	20		D	D	Wk.	52	2080				
Drafting		10	17				1,495	75	20		D	D	Wk.	26	1040				
Electronic & Electrical Drafting		10	17				2,990	75	20		D	D	Wk.	52	2080				
Refrigeration		10	17				2,070	75	20		D	D	Wk.	36	1440				
Technical Illustration		10	17				2,760	75	20		D	D	Wk.	48	1920				
Tool Design		10	17				2,990	75	20		D	D	Wk.	52	2080				
CHICAGO BUSINESS ACADEMY* 220 South State Street Suite 512 Chicago, Illinois 60604																			
CHICAGO COLLEGE OF COMMERCE 36 South Wabash Avenue Chicago, Illinois 60603 Phone: (312) 236-3312 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, PTJPS, CETA, NDSL, FISL, VA, Soc. Sec., Sophomore Scholarships Accreditation: IOE, AICS Association: IBSA, IASFAA Program Title:	1951															X	X	X	X
Business, Court, & Convention Reporting (A.D.)		GED					555/Qt	50	25		D	E/W	Qtr.	120	3600				
Business, Legal Secretarial (A.D.)		GED					555/Qt	50	25		D	E/W	Qtr.	120	3600				
Business, Medical Secretarial (A.D.)		GED					555/Qt	50	25		D	E/W	Qtr.	120	3600				
Business, Exec./Mgt. Secretarial (A.D.)		GED					555/Qt	50	25		D	E/W	Qtr.	120	3600				
Executive Secretarial Diploma		GED					555/Qt	50	25		D	E/W	Qtr.	196	2160				
Legal Secretarial Diploma		GED					555/Qt	50	25		D	E/W	Qtr.	196	2160				
Medical Secretarial Diploma		GED					555/Qt	50	25		D	E/W	Qtr.	196	2160				
Secretarial Certificate		GED					555/Qt	50	25		D	E/W	Qtr.	48	1440				
Stenographic Certificate		GED					555/Qt	50	25		D	E	Qtr.	12	72				
CHICAGO LAW ENFORCEMENT SCHOOL* 3411 West Diversey Parkway Chicago, Illinois 60647																			

CHICAGO PROFESSIONAL COLLEGE
9 West Washington Boulevard
Chicago, Illinois 60602
Phone: (312) 782-9887

Available Financial Aids:
DVR, PTJPS, CETA, Soc. Sec.

Accreditation: IOE

Associations: IBEA

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1965															X	X	X	X
Secretarial						X			20		D/E	All	2 Wk	30					
Clerk-Typist						X			20		D/E	All	2 Wk	18					
Legal Secretarial						X			20		D/E	All	2 Wk	12					
Medical Secretarial						X			20		D/E	All	2 Wk	12					
Secretarial Review						X			20		D/E	All	2 Wk	12					
Shorthand						X			20		D/E	All	2 Wk	V					
Typing						X			20		D/E	All	2 Wk	V					

CHICAGO REAL ESTATE BOARD/HALL INSTITUTE OF CHICAGO
18 South Michigan Avenue
Chicago, Illinois 60603
Phone: (312) 236-4692

Available Financial Aids:
CETA

Accreditation: IOE, IDRE

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1974																		
Real Estate Transaction																			
Contracts & Conveyances		GED	21			X	120		25		E	Wk.	Mo.	10	30				
Advanced Principles		GED	21			X	75		25		E		Mo.	5	15				
Property Management		GED	21			X	75		25		E		Mo.	5	15				
Appraisals		GED	21			X	75		25		E		Mo.	5	15				
Sales & Brokerage		GED	21			X	75		25		E		Mo.	5	15				
Investments							100		25		E		Mo.	5					

CHICAGO SCHOOL OF AUTOMATIC TRANSMISSIONS
8516 South Commercial Avenue
Chicago, Illinois 60617
Phone: (312) 734-2822

Available Financial Aids:
DVR, DPP, CETA, VA,
Soc. Sec., WIN

Accreditation: IOE, IDRE, USINS

Associations: IFIPS

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1954																X		X
Automatic Transmissions			16			X	900		25		D	D/E	Wk.	17	516				
Automotive Mechanics			16			X	1,628		25		D	D/E	Wk.	35	1050				
Automotive Body/Fender			16			X	1,085		25		D	D/E	Wk.	24	700				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
CHRYSLER ACADEMY OF BEAUTY CULTURE 153½ North Water Street Decatur, Illinois 62523 Phone: (217) 428-4431 Available Financial Aids: CETA Accreditation: IDRE Associations: NBSA Program Title:	1962																X		X
Beauty Culture (Basic Cosmetology)		8	16				1,095		15		D/E	D/E	Wk.	36	1500				
Teachers Training Course		HS	21			X	V		1		D/E	D/E	Wk.	V	V				
CHRYLSER ACADEMY OF BEAUTY CULTURE 206 West Market Street Taylorville, Illinois 62568 Phone: (217) 824-4914 Available Financial Aids: BEOG, SEOG, SGL, DPP, CETA, NDSL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IHCA Program Title:	1967																X	X	X
Beauty Culture		8					1,500		10		D	D	Mo.	39	1500				
CLARK AVIATION, INC.* Bloomington -Normal Airport Bloomington, Illinois 61701																			
CO-AIR, INC.* Coles County Airport Matoon, Illinois 61938																			
COIFFURE SCHOOL OF BEAUTY CULTURE 402 East Main Street Belleville, Illinois 62220 Phone: (618) 233-6850 Available Financial Aids: BEOG, SEOG, ISS, SGL, DVR, CETA, NDSL, FISL, VA, Soc. Sec. Accreditation: IOE, IDRE, NACS Associations: ISOA, IHCA Program Title:	1958															X	X	X	X
Cosmetology		8	16				800	800	20		D		2 Mo.		1500				

COLBORN'S ACADEMY OF BEAUTY CULTURE, INC.
427 Market Street
Mt. Carmel, Illinois 62863
Phone: (618) 262-7335

Available Financial Aids:
BEOG, SEOG, DVR, CETA,
NDSL, FISL, VA

Accreditation: IDRE, CAC

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Cosmetology		B	16				800	75	15		D	D	Qtr.	40	1500	X	X		X

COLLEGE OF ADVANCED TRAFFIC
22 West Madison Street
Chicago, Illinois 60602
Phone: (312) 346-8630

Available Financial Aids:
DVR, DPP, VA

Accreditation: IOE

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
COLLEGE OF ADVANCED TRAFFIC	1923															X	X		X
Transportation & Traffic Management I		GED					300	25	35	X		E	FT	26	78				
Transportation & Traffic Management II		GED				X	300	25	35	X		E	FT	26	78				
Transportation & Traffic Management III		GED				X	300	25	35	X		E	FT	26	78				
Transportation & Traffic Management IV		GED				X	300	25	35	X		E	FT	26	78				
Interstate Commerce Law & Practice		GED					300	25	35	X		E	FT	26	78				
Loss & Damage		GED					300	25	35	X		E	FT	26	78				
Export - Import		GED					1,500	25	35			E	FT	20	500				
Fundamentals of Traffic Management (comprehensive day class)		GED					1,500	25	35		D		FT	20	500				
Advanced Traffic Management (comprehensive day class)		GED				X	300	25	35		D		FT	26	78				
Transport Economics		GED					300	25	35			E	FT	26	78				
General Business		GED							35			E							

(student/faculty ratios listed are the maximum allowed)

COLLEGE OF AUTOMATION
One North Dearborn Street
Room 301
Chicago, Illinois 60602

Available Financial Aids:
BEOG, SEOG, SGL, DVR, DPP,
PTJPS, CETA, NDSL, WS, VA,
Soc. Sec.

Accreditation: IOE

Associations: IBSA, IFIPS

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
COLLEGE OF AUTOMATION	1965																	X	X
Computer Science (A.D.)		HS				X	7,500	25	15		D/E	D/E	FT	60	1600				
Business Data Processing		HS				X	2,500	25	25		D/E	D/E	FT	32	640				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
COMMUNITY DRIVING SCHOOL, INC. 5406 West 95th Street Oak Lawn, Illinois 60453 Phone: (312) 599-2414 Available Financial Aids: DVR, DPP Accreditation: IOE, IOSS Associations: IADS Program Title:	1968																		
Teenage Program (driving only)			15			X	115		2			All	Day	2	12				
Complete Teenage Program (classroom)			15				149		12			D/E	Mo.	4	30				
(observation)									2						6				
(in-car)									2						6				
Teenage/Adult Individual						X	24/hr.				D/E	All	Day		V				
Driver Evaluation							47/hr.						Day		2				
Hand Control Lessons for Handicapped							24/hr.						Day		V				
CONCORD DRIVING SCHOOL* 1954 West Irving Park Road Chicago, Illinois 60640																			
CONTINENTAL ACADEMY OF BEAUTY CULTURE 660 Villa Street Elgin, Illinois 60120 Phone: (312) 741-7800 Available Financial Aids: DVR, DPP, CETA, VA, Soc. Sec. Accreditation: IDRE Program Title:	1960																	X	X
Beauty Culture		8	14				695		15		D/E	D	Mo.	40	1500				
CONTINENTALE BEAUTY SCHOOL, LTD. 7645 West Belmont Avenue Elmwood Park, Illinois 60635 Phone: (312) 453-4400 Available Financial Aids: BEOG Accreditation: IDRE, CAC Associations: NACS, IACS Program Title:	1969																	X	X
Beauty Culture		8	16			X	1,000		13		D/E	All	Day	40	1500				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRES[illegible]OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
CONTROL DATA INSTITUTE 200 North Michigan Avenue Chicago, Illinois 60601 Phone: (312) 454-6888 Available Financial Aids: BEOG, SGL, DVR, CETA, FISL, VA, Soc. Sec. Accreditation: IOE, NATTS Program Title:																			
Computer Programming & Operations	1968	GED			X		3,550		30		D	E	FT	26	650			X	X
Computer Technology		GED			X		3,550		25		D	E	FT	26	750				
CORTEZ W. PETERS BUSINESS COLLEGE, INC. 1807 West 95th Street Chicago, Illinois 60643 Phone: (312) 779-6350 Available Financial Aids: DVR, CETA, WS, VA, Soc. Sec. Accreditation: IOE, USINS Associations: IBSA Program Title:	1938																X	X	
Executive Stenography		GED					1,800	25	15		D	D/E	Qtr.	72	1800				
Junior Stenographer		GED					1,080	25	15		D	D/E	Qtr.	36	900				
Clerk Typist		8					720	25	15		D	D/E	Wk.	20	600				
Keypunch Clerk Typist		10					900	25	20		D/E	D/E	Wk.	20	600				
Higher Accounting and Business Administration		GED					1,800	25	15		D	D/E	Qtr.	72	1800				
Accounting Clerk		GED					1,080	25	15		D	D/E	Wk.	30	900				
Bookkeeper II		GED					1,650	25	15		D	D/E	Qtr.	54	1350				
COTTINGHAM - JAMES ACADEMY OF REAL ESTATE 722 Barrington Road Streamwood, Illinois 60103 Phone: (312) 289-7200 Available Financial Aids: VA Accreditation: IOE, IDRE Program Title:	1976																X	X	X
Real Estate Financing						X	50	25	10		D/E		Qtr.		15				
Real Estate Appraising						X	50	25	10		D/E		Qtr.		15				
Advanced Real Estate Principles						X	50	25	10		D/E		Qtr.		15				
Real Estate Transactions		HS				X	95	20	15	X	E		Qtr.		30				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
COYNE AMERICAN INSTITUTE 1235-57 West Fullerton Avenue Chicago, Illinois 60614 Phone: (312) 935-2520 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, PTJPS, CETA, VA, Soc. Sec. Accreditation: IOE, NATTS, COPA Associations: IFIPS, IATTS Program Title:	1899															X	X	X	X
Air Conditioning, Refrigeration, & Heating		GED	18						25		D/E	D/E	6 Wk.	36	900				
Drafting		GED	18						25		D		6 Wk.	36	900				
Electrical Maintenance		GED	18						25		D/E	D/E	6 Wk.	36	900				
Industrial Electronics		GED	18						25		D/E	D/E	6 Wk.	48	1200				
CROWN DRIVING SCHOOL, INC.* 2032 East 79th Street Chicago, Illinois 60649																			
CRYSTAL LAKE SCHOOL OF AVIATION Crystal Lake Airport Pyott Road, P.O. Box 172 Crystal Lake, Illinois 60014 Phone: (815) 455-1220 Available Financial Aids: VA Accreditation: FAA Program Title:	1974																		
Private Pilot						X	V				D/E	All	V						
Commercial Pilot Certification						X	V				D/E	All	V						
Instrument Rating						X	V				D/E	All	V						
Flight Instructor - Airplane Rating						X	V				D/E	All	V						
Instrument Flight Instructor - Airplane Rating						X	V				D/E	All	V						
CUBA-MEX DRIVING SCHOOL 6526 North Clark Chicago, Illinois 60626 Phone: (312) 262-3400 Available Financial Aids: DPP Accreditation: IOSS Associations: LADSA Program Title:	1971																		
Complete Driving Course (classroom, 6 hrs.; in-car, 6 hrs.)			18			X	35	135			D/E			2	12				

DANVILLE BEAUTY SCHOOL
121½ North Vermilion Street
Danville, Illinois 61832
Phone: (217) 442-9329

Available Financial Aids:
BEOG, ISS, DVR, DPP, VA, Soc. Sec.

Accreditation: IDRE

Associations: IABCS

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Cosmetology	1947	8				X	462	150	15		D	D	FT	43	1500	X	X	X	X

DEBBIE'S SCHOOL OF BEAUTY CULTURE
4132 West Madison Street
Chicago, Illinois 60624
Phone: (312) 722-2727

11034 South Michigan Avenue
Chicago, Illinois 60624
Phone: (312) 785-8398

141 East 154th Street
Harvey, Illinois 60426
Phone: (312) 333-4224

2309 East 75th Street
Chicago, Illinois 60649
Phone: (312) 731-1882

202 South Genesse Street
Waukegan, Illinois 60085
Phone: (312) 623-4886

Available Financial Aids:
BEOG, SEOG, SGL, DVR, PTJPS, CETA, NDSL, FISL, WS, VA, Scholarships

Accreditation: CAC, IDRE

4132 West Madison Street
Chicago, Illinois 60624

11034 South Michigan Avenue
Chicago, Illinois 60628

141 East 154th Street
Harvey, Illinois 60426

Accreditation: Applied for

2309 East 75th Street
Chicago, Illinois 60649

202 South Genesse Street
Waukegan, Illinois 60085

Associations: NACS, IACS, IASFAA

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1964																X	X	X
Basic Beauty Culture		GED	16				1,625	71	25		D		Qtr.		1500				
Teacher's Training		GED	21				1,125	71	10		D		6 Mo.		1000				
Advanced Training		GED	21			X	25/day		10		D/E	D/E	Day		350				
Hairweaving						X	640		10		D		Wk.		50				
Skin Care						X	350	40	10		D		Mo.		160				
Manicuring			16				75		1			D	Day	6	240				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DECATUR AVIATION, INC.* P.O. Box 990 Decatur, Illinois 62525																			
DEKALB SCHOOL OF BEAUTY CULTURE, INC. 213 South 4th Street DeKalb, Illinois 60115 Phone: (815) 758-8964 Available Financial Aids: DVR, VA, Soc. Sec. Accreditation: IDRE Associations: ISOA Program Title:	1963															X	X		X
Cosmetology		8					950		20		D/E	D/E	Mo.	38	1500				
DEMOON SCHOOL OF REAL ESTATE 7026 West North Avenue Chicago, Illinois 60635 Phone: (312) 889-0400 Accreditation: IOE Program Title:	1972																	X	
Real Estate Transaction		GED	21				100	17.50	25		D/E		2 Mo.	8	30				
Refresher Course (for license re-instatement)						X	50	17.50	25			D/E	2 Mo.	8	15				
All Day Review for State Examination						X	25	17.50	15		D		FT		7				
Contracts & Conveyancing						X	60	17.50	15		E		4 Mo.	4	15				
Advanced Real Estate Principles						X	60	17.50	15		E		4 Mo.	4	15				
Property Management						X	60	17.50	15		E		4 Mo.	4	15				
Appraisal						X	60	17.50	15		E		4 Mo.	4	15				
Financing						X	60	17.50	15		E		4 Mo.	4	15				
Farm Property						X	60	17.50	15		E		4 Mo.	4	15				
Sales & Brokerage						X	60	17.50	15		E		4 Mo.	4	15				
Insurance						X	60	17.50	15		E		4 Mo.	4	15				
Refresher Course (for license re-instatement)						X	60	17.50	15		E		4 Mo.	4	15				
DEVRY INSTITUTE OF TECHNOLOGY 3300 North Campbell Avenue Chicago, Illinois 60618 Phone: (312) 929-8500 Available Financial Aids: BEOG, SEOG, SGL, DPP, PTJPS, CETA, NDSL, FISL, WS, VA, Soc. Sec., USBIA, Private Company Scholarships Accreditation: IOE, NATTS, ECPD Associations: IATTS (continued)	1931															X	X	X	X

DEVRY INSTITUTE OF TECHNOLOGY
(continued)

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Engineering Technology (Bachelors Electronics)		GED				X	8,215	75	20		D/E		4 Mo.	135	2700				
Engineering Technology (Associate Electronics)		GED				X	6,415	75	20		D/E		4 Mo.	105	2100				
Electronics Technician		GED				X	4,615	75	20		D/E		4 Mo.	75	1545				
Electronics Technician (tester/analyzer)		GED				X	1,348	75	20			E	4 Mo.	60	240				
Electronics Technician (manufacturers lab assistant)		GED				X	2,022	75	20			E	4 Mo.	90	360				
Electronics Technician (computer technician)		GED				X	2,696	75	20			E	4 Mo.	120	480				
Electronics Technician (control system troubleshooter numberical control)		GED				X	3,370	75	20			E	4 Mo.	250	600				

DIXON AVIATION, INC.
Walgreen Field
Dixon, Illinois 61021
Phone: (815) 288-1515

Available Financial Aids:
VA

Date of founding: 1964

Accreditation: IOE, FAA

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DIXON AVIATION, INC.	1964																		
Private Pilot		16				X	V		15				V						
Commercial Pilot		17				X	V		10				V						
Instrument Pilot						X	V		10				V						
Flight Instructor						X	V		5				V						
Instrument Flight Instructor						X	V		5				V						
Multi-Engine Rating						X	V		5				V						

DON ROBERTS BEAUTY SCHOOLS, INC.
3031 West Lincoln Road
McHenry, Illinois 60050
Phone: (815) 385-2290

1576 Burnham Avenue
Calument City, Illinois 60409

3147-49 West 95th Street
Evergreen Park, Illinois 60642

Available Financial Aids:
DVR, Soc. Sec.

Accreditation: IOE, IDRE, IOSS

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DON ROBERTS BEAUTY SCHOOLS, INC.	1967																X	X	
Cosmetology		8				X	950	250			D	D	Mo.	36	1500				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
D'OR BEAUTY COLLEGE 2444 West Devon Avenue Chicago, Illinois 60645 Phone: (312) 338-9232 **Available Financial Aids:** BEOG, DVR, CETA, VA, Soc. Sec. **Accreditation:** IDRE **Program Title:**																			
Cosmetology	1965	HS					950	100			E	D/E	Mo.	40	1500	X	X	X	X
DOR-LEE BEAUTY ACADEMY 222-24 West Court Street Paris, Illinois 61944 Phone. (217) 465-5523 **Available Financial Aids:** VA, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1935																X	X	
Beauty Culture		8	16				650	100	15		D/E	D/E	Mo.	42	1500				
DOREE SCHOOL OF BEAUTY CULTURE 22344 Governors Highway Richton Park, Illinois 60471 Phone: (312) 481-8778 **Available Financial Aids:** DVR, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1958																	X	
Cosmetology		8	16				850	258	20		D	D	Mo.	38	1500				
DOROTHY CHRYSLER SCHOOL OF BEAUTY CULTURE 307 West Jefferson Street Effingham, Illinois 62401 Phone: (217) 342-2296 **Available Financial Aids:** ISS, SGL, DVR, DPP, CETA, Soc. Sec. **Accreditation:** IDRE **Program Title:**	1963															X	X	X	X
Beauty Culture (cosmetologist)		8	16				385	59	10		D	D	Wk.	36	1500				
Beauty Culture Instructor		HS	21			X	400		1			D	Mo.	24	1000				

DOUGLAS AVIATION*
Macomb Municipal Airport
Macomb, Illinois 61455

DRIVE-RIGHT SCHOOL OF DRIVING
129 North Main, Room 203
Rockford, Illinois 61101
Phone: (815) 877-8687

918 West Main
Peoria, Illinois 61606
Phone: (309) 674-4800

Available Financial Aids:
DVR

Accreditation: IOE, IOSS

Associations: DSAA, IADS

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DRIVE-RIGHT SCHOOL OF DRIVING	1971																		
Driving Course			15			X	120		3		E	E	Day	4	30				

DUPAGE AVIATION CORPORATION
Dupage County Airport
West Chicago, Illinois 60185
Phone: (312) 584-6700

Available Financial Aids:
VA

Accreditation: FAA

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DUPAGE AVIATION CORPORATION	1950																X		
Private Pilot			17			X	V		20		D/E	All	Day		V				
Commercial Pilot						X	V		4		D/E	All	Day		V				
Instrument Pilot						X	V		3		D/E	All	Day		V				
Multi-Engine Pilot						X	V		3		D/E	All	Day		V				
Center Line Thrust Multi-Engine						X	V		1		D/E	All	Day		V				
Flight Instructor						X	V		5		D/E	All	Day		V				
Airline Transport Pilot - Single Engine						X	V		1		D/E	All	Day		V				
Airline Transport Pilot - Multi-Engine						X	V		1		D/E	All	Day		V				
Instrument Instructor						X	V		2		D/E	All	Day		V				
Multi-Engine Flight Instructor						X	V		1		D/E	All	Day		V				

DUPAGE HORTICULTURAL SCHOOL, INC.
1017 West Roosevelt Road
P.O. Box 342
West Chicago, Illinois 60185
Phone: (132) 231-3414

Available Financial Aids:
VA, Soc. Sec., School to Student Loans

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DUPAGE HORTICULTURAL SCHOOL, INC.	1963															X	X	X	X

Accreditation: IOE
(continued)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
DUPAGE HORTICULTURAL SCHOOL, INC. (continued) Associations: IATTS Program Title:																			
Greenhouse Management & Operation		GED	17	X	X	X	3,845		25		D/E		Yr.	43	1892				
DUPAGE SCHOOL OF REAL ESTATE 621 South Chase Street Wheaton, Illinois 60187 Phone: (312) 653-1790 Accreditation: IOE, IDRE Program Title:	1958																	X	
Real Estate Transactions		GED	18				85	15	35			D/E	Mo.	8	32				
Advanced Real Estate Principles		GED	18				45	15	35			E	Qtr.	4	16				
Contracts & Conveyances		GED	18				45	15	35			E	Qtr.	4	16				
Sales & Brokerage		GED	18				45	14	35			E	FT	4	16				
Appraisal		GED	18				45	14	35			E	FT	4	16				
Financing		GED	18				45	15	35			E	FT	4	16				
Property Management		GED	18				45	13	35			E	FT	4	16				
DUQUOIN BEAUTY COLLEGE 202 South Washington Street DuQuoin, Illinois 62832 Phone: (618) 542-5226 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, CETA, NDSL, FISL, Soc. Sec. Accreditation: IDRE, CAC Associations: IACS Program Title:	1972															X	X		X
Basic Cosmetology		X	X				1,500		7		D		Mo.		1500				
Teacher Training		HS				X	1,500		3		D		Mo.		1500				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
E. CLARK SCHOOL OF BEAUTY CULTURE 7508 South Saginaw Avenue Chicago, Illinois 60649 Phone: (312) 731-2787 **Available Financial Aids:** DVR, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1925																X	X	
Cosmetology		8	16				750	20	20		D/E	D/E	Day	36	1500				
EASY METHOD DRIVING SCHOOL, INC.* 4635 West Lawrence Avenue Chicago, Illinois 60630																			
EDGEBROOK DRIVING SCHOOL 6430 North Central Avenue Chicago, Illinois 60646 Phone: (312) 763-5530 **Accreditation:** IOE, IOSS **Program Title:**	1975																		
Teenage Driver Education			15				126		12		D/E		Day	5	36				
Adult Driver Education			18				V		1		D/E		Day	V	V				
ELECTRONICS TECHNICAL INSTITUTE 33 East Congress Parkway Chicago, Illinois 60605 Phone: (312) 922-9000 **Available Financial Aids:** BEOG, SEOG, SGL, DVR, DPP, PTJPS, CETA, NDSL, FISL, VA **Accreditation:** IOE, USOE, USBIA, USINS, NATTS **Associations:** NATTS, IATTS, IFIPS **Program Title:**	1950															X	X	X	X
TV - Radio & Color-TV Repair		GED			X				15		D	E/W	FT	26	650				
Electronics Service Technician		GED			X				15		D	E/W	FT	26	650				
Electronics Technology		GED			X				15		D	E/W	FT	50	1250				
Electro-Mechanical Computer Engineering (A.A.)		GED			X		11,005	505	15		D	E/W	FT	185	450				
Drafting Technology		GED			X				15		D	E/W	FT	26	650				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ELGIN SCHOOL OF BEAUTY CULTURE 113-117 West Chicago Street Elgin, Illinois 60121 Phone: (312) 742-6611 Available Financial Aids: DVR, DPP, PTJPS, CETA, VA, Soc. Sec. Accreditation: IOE, IDRE, CAC Associations: IACS Program Title:	1960															X	X	X	
Cosmetologist - Hairstylist		8					900	20	12		D	D	Qtr.	40	1500				
ELLIOTT FLIGHT CENTER Elliott Flying Service, Inc. Quad City Airport, Box 26 Moline, Illinois 61265 Phone: (309) 762-6841 Available Financial Aids: VA Accreditation: FAA Program Title:	1936																X		
Private Pilot Course							V		4		D/E	All	Day		35				
Commercial Pilot							V		4		D/E	All	Day		250				
Instrument Pilot							V		4		D/E	All	Day		200				
Flight Instructor							V		1		D/E	All	Day		25				
ENVIRONMENTAL TECHNICIAN INSTITUTE 641 Madison Street Oak Park, Illinois 60301 Phone: (312) 638-6303 Available Financial Aids: VA Accreditation: IOE Program Title:	1971																X		X
Heating & Air Conditioning		GED					300		15			D/E	Qtr.	12	72				
ESQUIRE DRIVING SCHOOL* 2344 West 97th Street Chicago, Illinois 60643																			

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
EUGENIE BAUERLE SCHOOL OF BEAUTY CULTURE 10 North Clark Street Chicago, Illinois 60602 Phone: (312) 782-1953 **Available Financial Aids:** BEOG, SEOG, SGL, DVR, FISL, VA, Soc. Sec. **Accreditation:** IOE, IDRE, IOSS, CAC **Program Title:**																X	X	X	X
Beauty Culture		HSG					1,000		15		D/E		Dtr.		1500				
Corrective Professional Make-up							500		1		D/E								
Advanced Styling						X	V		10		D		Wk.		V				
EULIEN BARBER COLLEGE 252½ East 35th Street Chicago, Illinois 60616 Phone: (312) 326-3033 **Available Financial Aids:** CETA, VA **Accreditation:** IDRE **Associations:** MBA **Program Title:**	1948																X		X
Barbering		10	16	X		X	765		15		D/E	All	Day	62	1872				
FIELD'S ACADEMY SCHOOL OF DRIVING 417 East 47th Street Chicago, Illinois 60653 Phone: (312) 268-1441 **Accreditation:** IOSS **Associations:** NAPDEA **Program Title:**	1972																		
Driving School			16			X	135	25	8		D/E	D/E	Day	5	36				
Adult Program			18				100	20			D/E	D/E			3				
THE FIRST BUSINESS AND PROFESSIONAL SCHOOL OF WILMETTE 1150 Wilmette Avenue Wilmette, Illinois 60091 Phone: (312) 256-0375 **Available Financial Aids:** CETA **Accreditation:** IOE (continued)	1971																X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
THE FIRST BUSINESS AND PROFESSIONAL SCHOOL OF WILMETTE (continued) Program Title:																			
Executive Secretary		GED				X	2,400		10		E	D/E	FT	48					
Clerk-Typist		GED				X	1,800		10				FT	36					
Secretarial		GED				X	1,800		10				FT	36					
Advanced Secretarial		GED				X	1,200		10				FT	48					
Word Processing Transcription		GED				X	1,200		10				FT	24					
Special Course for College Students		GED				X	1,200		10				FT	24					
Secretarial (special)		GED				X	1,200		10				FT	24					
FLAMINGO BEAUTY COLLEGE 1904 Sheridan Road Pekin, Illinois 61554 Phone: (309) 346-1447 Available Financial Aids: BEOG, SEOG, SGL, DVR, NDSL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: NACS, IACS Program Title:	1973																X		X
Cosmetology		8	16			X	2,165		20		D/E	D/E	6 Wk.	36	1540				
Cosmetology Teacher Training		HSG				X	2,500		1		D/E	D/E	Day	24	1000				
FLAMINGO BEAUTY COLLEGE 310 Liberty Street Peoria, Illinois 61602 Phone: (309) 676-7823 Available Financial Aids: BEOG, SEOG, SGL, DVR, NDSL, VA, Soc. Sec. Accreditation: IDRE, CAC Program Title:	1963																X		X
Cosmetology		8	16				2,165				D		Wk.	36	1540				
Teachers Training		HSG	18				2,500				D		Wk.	32	1000				
Management		HSG	18			X	2,500				D		Wk.	32	1000				

			ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
FLAMINGO BEAUTY COLLEGE 501 Hampshire Street Quincy, Illinois 62301 Phone: (217) 224-2544 Accreditation: IDRE Associations: NACS, IHCA Program Title: Cosmetology	Available Financial Aids: BEOG, SEOG, SGL, DVR, CETA, NDSL, VA	1972	8	16			X	1,800	115	20		D		6 Wk.		1500	X	X	X	
FLAMINGO BEAUTY COLLEGE* 321 North Main Street Decatur, Illinois 62523 220 South Main Street* Jacksonville, Illinois 62650 505-07 Broadway Street* Lincoln, Illinois 62656 2332 South MacArthur Boulevard* Springfield, Illinois 62704																				
FORD CITY SCHOOL OF BEAUTY CULTURE 7600 South Cicero Avenue Chicago, Illinois 60652 Phone: (312) 585-2412 Accreditation: IDRE, CAC Associations: IACS Program Title: Beauty Culture/Cosmetology	Available Financial Aids: BEOG, VA	1965	HSG	16				1,090		20		D	D/E	2 Wk.	42	1500		X	X	X
FOX COLLEGE 2400 West 95th Street Evergreen Park, Illinois 60642 Phone: (312) 631-7700 Accreditation: IOE Associations: IBSA (continued)	Available Financial Aids: DPP, VA, Soc. Sec.	1932																X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
FOX COLLEGE (continued) Program Title:																			
Executive's Assistant (secretarial)		HSG					V		20		D		FT	50					
FOX VALLEY BEAUTY CULTURE ACADEMY 35 West Galena Boulevard Aurora, Illinois 60504 Phone: (312) 896-1212 Available Financial Aids: DVR, PTJPS, VA, Soc. Sec. Accreditation: IOE, IDRE, IOSS Associations: ISOA Program Title:	1965																		
Beauty Culture		8					975						Mo.						
FRANKFORT AVIATION SERVICE, INC.* Center Road Frankfort, Illinois 60423																			
GALESBURG AVIATION Municipal Airport Galesburg, Illinois 61401 Phone: (309) 342-3134 Available Financial Aids: PTJPS, VA Accreditation: FAA Program Title:	1974																X		
Commercial Pilot			18			X	8,100		15		D/E	D/E	Day		270				
Instrument Rating			17			X	3,100		15		D/E	D/E	Day		65				
Private Pilot			17			X	1,065		15		D/E	D/E	Day		65				
Multi-Engine			17			X	2,800		15		D/E	D/E	Day		40				
GALT FLYING SERVICE, INC.* 5112 Greenwood Road Wonder Lake, Illinois 60097																			

GEM CITY COLLEGE
Seventh and State Streets
Quincy, Illinois 62301
Phone: (217) 222-0391

Available Financial Aids:
BEOG, SGL, DVR, PTJPS, CETA,
FISL, VA, Soc. Sec.

Accreditation: IOE, IDRE, CAC

Associations: NATTS, AICS, IBCSA, IBSA, IABSA, IRJA

Program Title:	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
IBM Keypunch	1870	GED				X	200	25	2			D/E	6 Wk.	4	80	X	X	X	X
Stenographic		GED					1,050	35	15		D	D/E	Qtr.	36	1050				
Secretarial		GED					1,750	35	15		D	D/E	Qtr.	60	1260				
Executive Secretarial		GED					2,100	35	15		D	D/E	Qtr.	72	1860				
Legal Secretarial		GED					2,100	35	10		D	D/E	Qtr.	72	1860				
Medical Secretarial		GED					2,100	35	10		D	D/E	Qtr.	72	1860				
Administrative Assistant		GED					2,100	35	10		D	D/E	Qtr.	72	1860				
Elementary Business & Accounting		GED					1,400	35	15		D	D/E	Qtr.	48	1020				
Business & Junior Accounting		GED					1,750	35	20		D	D/E	Qtr.	60	1260				
Business Administration		GED					2,100	35	10		D	D/E	Qtr.	72	1860				
Business Administration & Higher Accounting		GED					2,800	35	10		D	D/E	Qtr.	96	1980				
Fashion Merchandising		GED					1,400	35	20		D		Qtr.	48	960				
Watchmaking & Repairing		GED					2,250	40	20		D	E	Wk.	60	1800				
Clock Repairing		GED					638	30	20		D	E	Wk.	17	504				
Engraving		GED					900	40	20		D	E	Wk.	24	720				
Jewelry-Diamond Setting		GED					900	40	20		D	E	Wk.	24	720				
Jewelry Store Management		GED					4,425	40	20		D	E	Wk.	118	3550				
Cosmetology		8	16				810	35	20		D		Qtr.	36	1500				

GEORGE J. PRIESTER AVIATION SERVICE
Pal-Waukee Airport
Wheeling, Illinois 60090
Phone: (312) 537-1200

Available Financial Aids:
VA

Accreditation: FAA

Program Title:	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Commercial Pilot		X	X			X	6,695							95	264				X
Flight Instructor		X	X			X	1,490							26	74				
Instrument Instructor		X	X			X	1,133							26	50				
Multi-Engine Pilot		X	X			X	2,045							20	32				
Multi-Engine Instructor		X	X			X	2,510							26	50				
Airline Transport Pilot (single engine)		X	X			X	1,754							26	80				
Airline Transport Pilot (multi-engine)		X	X			X	3,230							26	80				
Lear Jet Type Rating Course		X	X			X	10,540							8	65				

GOLDBLATT'S AUTO DRIVING SCHOOL, INC.*
5030 North Elston Avenue
Chicago, Illinois 60630

GRANITE CITY SCHOOL OF BEAUTY CULTURE
1815 Edison Avenue
Granite City, Illinois 62040
Phone: (618) 876-5432

Available Financial Aids:
BEOG, SEOG, DVR, FISL, VA, Soc. Sec.

Accreditation: IDRE, CAC

Associations: IACS

Program Title:

		Admission Requirements					Program Costs		Program Characteristics							Student Services			
	Date of Founding	Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Tuition	Other Fees	Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Housing Inform.	Counseling	Placement	Refund Policy
GRANITE CITY SCHOOL OF BEAUTY CULTURE	1965																X		X
Complete Basic Cosmetology		GED	16				800	20			D	D/W	Mo.	37	1500				
Refresher Beautician						X	250				D	D/W	Mo.	6	240				
Teacher Training (500 hour program)			18			X	800	20			D	D/W	Mo.		1000				
Teacher Training (1000 hour program)			18			X	650	20			D	D/W	Mo.		500				

GREATER ROCKFORD AVIATION, INC.*
5015 Falcon Road
Rockford, Illinois 61109

GREER TECHNICAL INSTITUTE
7320 West Agatite Avenue
Norridge, Illinois 60656
Phone: (312) 625-1535

Available Financial Aids:
BEOG, SEOG, SGL, DVR, DPP, PTJPS, CETA, NDSL, VA, Soc. Sec.

Accreditation: IOE

Associations: NATTS, IATTS

Program Title:

		Admission Requirements					Program Costs		Program Characteristics							Student Services			
	Date of Founding	Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Tuition	Other Fees	Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Housing Inform.	Counseling	Placement	Refund Policy
GREER TECHNICAL INSTITUTE	1902																		
Automotive Diesel Tech		GED					3,400		25		D/E		5 Wk.		1320				
Automotive Tech		GED					2,800		25		D/E		5 Wk.		1080				
Auto Body & Fender Repair		GED					2,200		25		D/E		8 Wk.		840				

H & R BLOCK INCOME TAX SCHOOL
106 North Main Street
Bloomington, Illinois 61701
Phone: (309) 828-7821

112 North Dearborn
Kankakee, Illinois 60901
Phone: (815) 939-2706

(continued)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
H & R BLOCK INCOME TAX SCHOOL (continued) Accreditation: IOE Program Title: Income Tax Preparation	1968					X	85		12	X		D/E	Yr.	14	81				

H & R BLOCK INCOME TAX SCHOOL - REGIONAL AFFILIATES:

1646 Washington
Alton, Illinois 62002

901 North Lake Street
Aurora, Illinois 60506

214 East Main
Belleville, Illinois 62220

1855 East 87th Street
Chicago, Illinois 60617

2905 West Devon Avenue
Chicago, Illinois 60659

3647 West Diversey
Chicago, Illinois 60647

5143 South Ashland Avenue
Chicago, Illinois 60609

7145 South Western Avenue
Chicago, Illinois 60636

131 East Main
Danville, Illinois 61832

1423 East Eldorado
Decatur, Illinois 62521

1566 Miner
DesPlaines, Illinois 60016

305 North Main
Edwardsville, Illinois 62025

692 Villa Street
Elgin, Illinois 60120

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
H & R BLOCK INCOME TAX SCHOOL - REGIONAL AFFILIATES (continued) 7316 Roosevelt Road Forest Park, Illinois 60130 9564 West Grand Avenue Franklin Park, Illinois 60130 149 East Jefferson Joliet, Illinois 60432 705 West Main Street Marion, Illinois 62959 1009 Broadway Mt. Vernon, Illinois 62864 3301 North Prospect Peoria, Illinois 61603 646 Maine Quincy, Illinois 62301 14312 Indiana Avenue Riverdale, Illinois 60627 907 East State Street Rockford, Iloinois 61104 227 South Grand East Springfield, Illinois 62704 220 West Main Urbana, Illinois 61801 8 South Geness Street Waukegan, Illinois 60085 1511 North Main Wheaton, Illinois 60187																			
HARDIN BUSINESS COLLEGE 220½ West State Street P.O. Box 289 Jacksonville, Illinois 62651 Phone: (217) 243-7421 Available Financial Aids: BEOG, SEOG, ISS, DVR, CETA, VA, Soc. Sec. Accreditation: IOE Associations: AICS, IBSA (continued)																	X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
HARDIN BUSINESS COLLEGE (continued) **Program Title:**																			
Executive Secretarial		GED					2,156	45	25		D	D	Wk.	84	2268				
Legal Secretarial		GED					1,568	45	25		D	D	Wk.	60	1620				
Medical Secretarial		GED					1,568	45	25		D	D	Wk.	60	1620				
Regular Secretarial		GED					1,274	45	25		D	D	Wk.	48	1296				
Stenographic		GED					1,078	45	25		D	D	Wk.	40	1080				
Higher Accounting & Auditing		GED					3,038	45	25		D	D	Wk.	120	3240				
Business Administration & Accounting		GED					2,156	45	25		D	D	Wk.	84	2268				
Junior Accounting		GED					2,156	45	25		D	D	Wk.	48	1296				
Clerk-Typist & Receptionist		GED					980	45	25		D	D	Wk.	36	972				
General Business Clerk		GED					1,274	45	25		D	D	Wk.	48	1296				
Dictaphone - Typist		GED					205	45	25			D/E	Wk.	12	60				
HARRINGTON INSTITUTE OF INTERIOR DESIGN 410 South Michigan Avenue Chicago, Illinois 60605 Phone: (312) 939-4975 **Available Financial Aids:** BEOG, SGL, DVR, DPP, VA, Soc. Sec. **Accreditation:** IOE, USINS **Associations:** FIDER, IATTS **Program Title:**	1931															X	X	X	X
Interior Design		GED					6,750	52	17		D	E	FT						
HARRISBURG SCHOOL OF BEAUTY CULTURE 25 East Poplar Street Harrisburg, Illinois 62946 Phone: (618) 253-7659 **Available Financial Aids:** DVR, CETA, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1959																X		X
Beauty Culture		8	16				325	50	15		D	D	Mo.	38	1500				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
HARTZOG FIELD SERVICES, INC.* 7 Airport Road Rockford, Illinois 61109																			
HEART OF MARY SCHOOL OF BEAUTY CULTURE* 1126 West Grace Street Chicago, Illinois 60613																			
HI-FASION BEAUTY COLLEGE* 201 East College Avenue Jacksonville, Illinois 62650																			
HILL BROTHER AVIATION, INC. Rural Route 3 Pekin, Illinois 61554 Phone: (309) 346-2272 Available Financial Aids: VA Accreditation: IOE Program Title:	1970																X		
Private Pilot			16			X			20		D/E	All	Day						
Commercial Pilot			18			X			20		D/E	All	Day						
Instrument Rating			17			X			20		D/E	All	Day						
Multi-Engine Rating			17			X			20		D/E	All	Day						
Flight Instructor			18			X			20		D/E	All	Day						
Instrument Instructor			18			X			20		D/E	All	Day						
Multi-Engine Instructor			18			X			20		D/E	All	Day						
Airline Transport Pilot		HSG	23			X			10		D/E	All	Day						
ILLINI AVIATION, INC. P.O. Box 56 Urbana, Illinois 61801 Phone: (217) 367-8441 Available Financial Aids: VA Accreditation: IOE Program Title:	1940																	X	
Commercial Pilot - ASEL							8,512		1		D/E	All	Day	95					
Flight Instructor - ASEL							2,060		1		D/E	All	Day	26					
Instrument Instructor							1,772		1		D/E	All	Day	26					
Multi-Engine Land Rating							3,060		1		D/E	All	Day	20					
Multi-Engine Flight Instructor							3,118		1		D/E	All	Day	26					
Airline Transport Pilot							4,066		1		D/E	All	Day	26					
(tuition given is maximum cost)																			

ILLINOIS BARBER COLLEGE
2940 South Wentworth Avenue
Chicago, Illinois 60616
Phone: (312) 842-9094

Available Financial Aids:
DVR, VA, Soc. Sec.

Accreditation: IOE, IDRE

Associations: IABSC

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1938																X	X	
Barbering		10				X	700	15	3		D/E		Day	47	1872				

ILLINOIS BUSINESS AND TECHNICAL SCHOOL
1400 20th Street
Granite City, Illinois 62040
Phone: (618) 876-3900

Available Financial Aids:
DVR, DPP, PTJPS, CETA, VA, Soc. Sec.

Accreditation: IOE

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1974																X	X	X
Clerk/Typist		GED					50	25	12		D	D/E	Wk.	24	720				
Clerk/Stenographer		GED					50	25	12		D	D/E	Wk.	36	1080				
Executive Secretary		GED					50	25	5		D	D/E	Wk.	48	1440				
Junior Accounting		GED					50	25	12		D	D/E	Wk.	36	1080				
Senior Accounting						X	50	25	12		D	D/E	Wk.	36	1080				
Keypunch		GED				X	3	25	5		D	D/E	Wk.	10	150				
G.E.D. Test Preparation							5	25	5		D	D/E	Wk.	8	120				
Insurance Terminology						X	50	25	15		D	D/E	Wk.	8	120				
Legal Terminology						X	50	25	15		D	D/E	Wk.	8	120				
Medical Terminology						X	50	25	15		D	D/E	Wk.	8	210				
Data Entry Operators Training Program						X	120	25	2		D	D/E	Wk.	1	30				

ILLINOIS COMMERCIAL COLLEGE
313 East Green Street
Champaign, Illinois 61820
Phone: (217) 344-0058

Available Financial Aids:
BEOG, SGL, DVR, DPP, PTJPS, CETA, VA, Soc. Sec.

Accreditation: IOE, ACAICS

Associations: IFIPS, IBSA, IAAS, IFIC

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1930															X	X	X	X
Higher Accounting		HS					1,980	25	20		D	D	FT	72	1800				
Business Administration		HS					1,980	25	20		D	D	FT	72	1800				
Executive Secretary		HS					1,980	25	20		D	D	FT	72	1800				
Legal Secretary		HS					1,980	25	20		D	D	FT	72	1800				

(continued)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
ILLINOIS COMMERCIAL COLLEGE (continued)	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Medical Secretary		HS					1,980	25	20		D	D	FT	72	1800				
General Business (Accounting)		HS					1,238	25	20		D	D	FT	45	1125				
General Business (Secretarial)		HS					1,238	25	20		D	D	FT	45	1125				
Secretary		HS					990	25	20		D	D	FT	36	900				
Junior Accounting		HS					990	25	20		D	D	FT	36	900				
Real Estate Transactions		HS					100		20			D	FT	8	32				
Real Estate Broker Program:																			
A. Contracts & Conveyances		HS					70		20			E	FT	4	15				
B. Real Estate Appraisal		HS					70		20			E	FT	4	15				
C. Real Estate Finance		HS					70		20			E	FT	4	15				
D. Advanced Real Estate Principles		HS					70		20			E	FT	4	15				
E. Sales & Brokerage		HS					70		20			E	FT	4	15				
(Total program consists of courses A-E, however, each course may be taken separately)																			
CPA Coach		HS					300		20			D	FT	18	81				
ILLINOIS MEDICAL TRAINING CENTERS, INC.* 162 North State Street Suite 1201 Chicago, Illinois 60601																			
ILLINOIS REAL ESTATE ACADEMY, INC. 1107 South Mannheim Road Westchester, Illinois 60153 Phone: (312) 345-5734	1974																X		X
Accreditation: IOE, IDRE																			
Program Title:																			
Basic Real Estate Transactions		GED	21				95	20	25		D/E		10 Wk	10	30				
Broker (60 hour program)						X	240	20	15		D/E		8 Wk	8	64				
Broker (90 hour program)						X	325	20	15		D/E		10 Wk	10	94				
Refresher Course (license re-instatement)						X	45	20	20		D/E		5 Wk	5	15				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ILLINOIS SCHOOL OF COMMERCE 130 North Wells Street Chicago, Illinois 60606 Phone: (312) 236-4108 **Available Financial Aids:** DVR, DPP, PTJPS, CETA, Soc. Sec. **Accreditation:** IOE **Program Title:**																			
Accounting Clerk	1977	GED					1,548	30	25		D		Wk.	20	600			X	X
Medical Secretary		GED					1,900	30	25		D		Wk.	30	1050				
Dictation Typist		GED					1,386	25	25		D		Wk.	20	700				
Bookkeeping		GED					35/QH	25	25		D/E	All	Qtr.	44	57 QH				
IMPERIAL ACADEMY OF DRIVING* 3121 West Lawrence Avenue Chicago, Illinois 60625																			
INDUSTRIAL ENGINEERING COLLEGE OF CHICAGO 205 West Wacker Drive Chicago, Illinois 60606 Phone: (312) 782-6731 **Available Financial Aids:** DVR, DPP, PTJPS, CETA, VA, Soc. Sec. **Accreditation:** IOE, IOSS **Associations:** IATTS **Program Title:**	1938																	X	X
Industrial Engineering		GED					5,445	691	15		D/E	All	Mo.	88	1920				
Timestudy Specialist		GED					1,100	155	15		D/E	All	Mo.	16	400				
Work Measurement Specialist		GED					2,750	321	15		D/E	All	Mo.	40	1000				
(Fees include IEC text material)																			
INSTITUTE OF BROADCAST ARTS 6620 West Diversey Chicago, Illinois 60635 Phone: (312) 889-8885 **Available Financial Aids:** DVR, DPP, VA, Soc. Sec. **Accreditation:** IOE **Associations:** IATTS **Program Title:**	1966																X	X	X
Licensed Broadcaster		GED					1,390	200	12		D/E		2 Mo.	40	500				
FCC License Preparation		GED					575	100	12		D/E		2 Mo.	10	150				
Radio Broadcasting		GED					1,190	200	12		D/E		2 Mo.	24	300				

INSTITUTE OF COIFFEIRES
1405 North Main Street
Rockford, Illinois 61103
Phone: (815) 963-6246

Accreditation: IDRE

Associations: NACS, IACS

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Cosmetology & Manicuring		8	16			X	1,400	21	20		D	D	Mo.	36	1500			X	
Teacher Training		HSG	21			X			1		D	D		25	1000				

THE INSTITUTE FOR THE DEVELOPMENT OF SALES POTENTIAL, INC.
235 North Northwest Highway
Palatine, Illinois 60067
Phone: (312) 358-8300

Accreditation: IOE, IDRE

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1974																		
Real Estate Transactions		HS	21				125		20		E	E		10	30				
Contracting & Conveyancing						X	50		15		E	E		5	15				
Advanced Real Estate Principles						X	50		15		E	E		5	15				
Finance						X	50		15		E	E		5	15				
Appraisal						X	50		15		E	E		5	15				
Property Management						X	50		15		E	E		5	15				

INSTITUTE OF LETTERING AND DESIGN
202 South State Street
Chicago, Illinois 60604
Phone: (312) 341-1300

Available Financial Aids:
DVR, DPP, CETA, VA,
Soc. Sec.

Accreditation: IOE, USINS

Associations: IATTS

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1937																X	X	X
Showcard Writing							1,500	41	30		D	D/E	Wk.	33	1000				
Advertising Lettering & Layout							1,500	41	30		D	D/E	Wk.	33	1000				
Silkscreen Cutting & Printing							1,500	41	30		D	D/E	Wk.	33	1000				
Outdoor & Window Sign Painting							1,500	41	30		D	D/E	Wk.	33	4000				
Commercial Lettering							6,000	41	30		D	D/E	Wk.	132					

INSTITUTE OF REAL ESTATE SALES
570 Northwest Highway
Des Plaines, Illinois 60016
Phone: (312) 299-0733

Accreditation: IOE, IDRE

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Real Estate Transactions	1971	HS	21				125		25			E		10	30				

INSURANCE SCHOOL OF CHICAGO
175 West Jackson Boulevard
Room A-2231
Chicago, Illinois 60604
Phone: (312) 427-2520

Accreditation: IOE

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
INSURANCE SCHOOL OF CHICAGO	1969																X		X
General Insurance		GED					195		25			D/E	6 Mo.	42	84				
Insurance Adjusting		GED					410		12			D/E	6 Mo.	84	168				
Management Studies		GED					280		15			D/E	6 Mo.	56	112				
Risk Management		GED					210		25			D/E	6 Mo.	42	84				
Underwriting		GED					280		20			D/E	6 Mo.	56	112				
Chartered Property & Casualty Underwriter		GED					700		20			D/E	6 Mo.	160	320				

INTER-STATE DRIVING SCHOOL
8833 South Commercial Avenue
Chicago, Illinois 60617
Phone: (312) 375-9577

Accreditation: IOE, IOSS

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
INTER-STATE DRIVING SCHOOL	1970																X		
Teen-Age Program			15				125		12		D/E	Wk.	Qtr.	4	36				
Adult Program			18				135	8	12		D/E	Wk.	Day	2	12				

INTERNATIONAL BEAUTY ACADEMY
146 North Main Street
Canton, Illinois 61520
Phone: (309) 647-4224

Available Financial Aids:
BEOG, SGL, DVR, CETA

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
INTERNATIONAL BEAUTY ACADEMY	1972															X	X	X	X

Accreditation: IDRE, CAC
(continued)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
INTERNATIONAL BEAUTY ACADEMY (continued) Associations: ISOA Program Title:																			
Cosmetology		8	16				750	225	20		D	D/W	Qtr.	38	1500				
INTERNATIONAL DRIVING SCHOOL* 7140 West Grand Avenue Chicago, Illinois 60625																			
INTERNATIONAL INSTITUTE OF BIOCHEMICAL AND BIOMEDICAL TECHNOLOGY AND THE INTERNATIONAL FOUNDATION OF MICROBIOLOGY* 729 South Western Avenue Chicago, Illinois 60612																			
INTERNATIONAL TRAVEL TRAINING COURSES, INC. 936 North Michigan Avenue Suite 414 Chicago, Illinois 60611 Phone: (312) 368-8860 Available Financial Aids: DVR, VA Accreditation: IOE Program Title:	1962															X	X	X	
Travel Training		HS					1,650		15		D	E	FT	6	198				
IPPOLITO SCHOOL OF COSMETOLOGY 2639 North Harlem Avenue Chicago, Illinois 60635 Phone: (312) 622-8656 Available Financial Aids: BEOG, SEOG, SGL, DVR, CETA, NDSL, FISL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IASFAA, NACS, IACS Program Title:	1963																		
Beauty Culture		HS	16		X	X	1,450	350	20			D	Qtr.	43	1500				
Beauty Culture Instructor		HS				X	2,100		20			D	Qtr.	36	1000				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
JENTZEN DRIVING SCHOOL, INC.* 5823 West Irving Park Road Chicago, Illinois 60634																			
JOANNE'S SCHOOL OF CHARM AND MODELING 434 West Downer Place Aurora, Illinois 60506 Phone: (312) 896-7945 **Accreditation:** IOE **Program Title:**	1958																X		X
Finishing							175		12			D/E	Qtr.	15	30				
Modeling						X	250		12			D/E	Qtr.	17	38				
JOHN & LOUIS BEAUTY SCHOOL 320 West Northwest Highway Arlington Heights, Illinois 60005 Phone: (312) 392-9838 **Available Financial Aids:** BEOG, VA, Soc. Sec. **Accreditation:** IDRE, CAC **Program Title:**	1959																	X	X
Beauty Culture		8	16			X	1,250	79	10		D	D	Qtr.	36	1500				
JOHN & LOUIS BEAUTY SCHOOL 48 North Broadway Street Aurora, Illinois 60505 Phone: (312) 896-5541 **Available Financial Aids:** BEOG, SEOG, ISS, SGL, CETA, NDSL **Accreditation:** IDRE, CAC **Associations:** IHCA, IABCS **Program Title:**	1959															X	X	X	X
Cosmetology		8	16			X	1,250	220	20		D	D	FT		1500				
JOHN ROBERT POWERS SCHOOL 116 West Eastman Arlington Heights, Illinois 60004 Phone: (312) 394-8800 (continued)																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
JOHN ROBERT POWERS SCHOOL (continued) 27 East Monroe Chicago, Illinois 60603 Phone: (312) 726-1404 164 West Roosevelt Road Villa Park, Illinois 60181 Phone: (312) 530-5105 Available Financial Aids: DPP Accreditation: IOE Associations: IATTS Program Title:	1970															X	X	X	X
Basic Modeling & Finishing						X	480		12		D	All	Day	18	54				
Advanced Professional Modeling						X	480		12		D	All	Day	18	54				
Introduction to Acting						X	290		12		D	All	Day	12	36				
Advanced Drama						X	290		12		D	All	Day	12	36				
Men's Personal Grooming						X	250		12		D	All	Day	10	30				
Professional Male Modeling						X	480		12		D	All	Day	18	54				
(student/faculty ratio is a maximum of 12 to 1)																			
JOLIET SCHOOL OF BEAUTY CULTURE 108 East Jefferson Street Joliet, Illinois 60432 Phone: (815) 726-8714 Available Financial Aids: BEOG, SGL, DVR, CETA, Soc. Sec. Accreditation: IDRE, CAC Associations: IACS Program Title:	1953															X	X	X	X
Cosmetology		HS					900		20		D		FT	40	1500				
JOSEPH'S SCHOOL OF BASIC HAIR FASHIONS* 1900 State Street Granite City, Illinois 62040																			
KANKAKEE SCHOOL OF AERONAUTICS Rural Route 1, Box 168 Kankakee, Illinois 60901 Phone: (815) 939-3553 Available Financial Aids: DVR, VA Accreditation: IOE, FAA (continued)	1958																X		X

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		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
KANKAKEE SCHOOL OF AERONAUTICS (continued) **Program Title:**																			
Professional Pilot		GED	17			X	V		7		D/E	All	Wk.	V	V				
KASKASKIA COLLEGE OF BEAUTY CULTURE* Shattuc Road Centralia, Illinois 62801																			
KEELER POLYGRAPH INSTITUTE 5906 North Milwaukee Avenue Chicago, Illinois 60646 Phone: (312) 774-7757 **Accreditation:** IOE, IDRE, LEAA, APA **Program Title:**	1940															X			
Polygraph Examiner		SC	21		X	X	1,250		12		D		FT	7	252				
KEMMERLY REAL ESTATE ACADEMY* 1435 Roselle Road Schaumburg, Illinois 60195																			
KITZMILLER BEAUTY COLLEGE* 1812 East Broadway Street Alton, IL 62002																			
LA GRANGE SCHOOL OF COSMETOLOGY, INC. 6 South La Grange Road La Grange, Illinois 60525 Phone: (312) 352-5662 **Available Financial Aids:** BEOG, SEOG, ISS, SGL, DVR, NDSL, FISL, WS, VA, Soc. Sec. **Accreditation:** IDRE, CAC **Associations:** IACS **Program Title:**	1963																X	X	X
Cosmetology (full-time)		X	X			X	745	25	20		D/E	D/E	Mo.	36	1500				
(part-time)													3 Mo.	104	1500				

School		Admission Requirements					Program Costs		Program Characteristics							Student Services			
	Date of Founding	Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Tuition	Other Fees	Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Housing Inform.	Counseling	Placement	Refund Policy
LA MOLO SCHOOL OF BEAUTY CULTURE 301 West Main Street Freeport, Illinois 61032 Phone: (815) 232-2197 Available Financial Aids: BEOG, ISS, DVR, CETA, VA. Soc. Sec. Accreditation: IDRE Program Title: Cosmetology	1963	8	16			X	1,095		20		D	D	2 Mo.		1500	X	X	X	X
LA SALLE SCHOOL OF BEAUTY CULTURE 122 Wright Street La Salle, Illinois 61301 Phone: (815) 223-7326 Available Financial Aids: BEOG, ISS, SGL, DVR, CETA, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: NACS, IABCS Program Title:	1945																	X	X
Cosmetology		8					1,500		10		D		2 Mo.	36	1530				
LA TEE'S BEAUTY SCHOOL 6404 South Halsted Street Chicago, Illinois 60621 Phone: (312) 488-7700 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, CETA, NDSL, FISL, WS, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IBCA, NACS Program Title:	1972															X	X	X	X
Beauty Culture		HS					1,810		20		D/E		Day	36	1500				
LEEWAY DRIVING SCHOOL* 4845½ North Damen Chicago, Illinois 60625																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
LEN SCADUTO DRIVING SCHOOL 4957 West 95th Street Oak Lawn, Illinois 60453 Phone: (312) 423-1212 Accreditation: IOE, IOSS Associations: NAPDEA, IADS Program Title:	1972																		
Teen-Age Driver Education			15				120				D/E		Day	4	43				
Adult Driving Instruction			18				17/hr.				D/E		Day	V	V				
LENA'S ARTISTIC BEAUTY COLLEGE 1140 West 87th Street Chicago, Illinois 60620 Phone: (312) 994-5257 Accreditation: IDRE Program Title:	1960																		
Cosmetology		8	16				1,500	100			E	D/E	Day		1500				
LIBERTY SCHOOL OF BEAUTY CULTURE 316 Liberty Street Peoria, Illinois 61602 Phone: (309) 676-6602 Available Financial Aids: DVR, DPP, CETA, VA, Soc. Sec. Accreditation: IDRE Associations: NACS, IACS Program Title:	1942																X	X	X
Basic Beauty Culture		8	16			X	795	20	15		D	D	Mo.		1500				
LINCOLN BARBER COLLEGE 653-55 15th Avenue East Moline, Illinois 61244 Phone: (309) 755-2805 Available Financial Aids: ISS, DVR, PTJPS, CETA, VA, Soc. Sec. Accreditation: IDRE Associations: IABSC Program Title:	1955															X	X	X	X
Barber & Barber Stylist		10	16				1,000		10		D	D	Day	48	1872				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
LINCOLN BARBER COLLEGE 522 7th Street Rockford, Illinois 61104 Phone: (815) 962-3210 **Available Financial Aids:** DVR, PTJPS, CETA, VA, Soc. Sec. **Accreditation:** IOE, IDRE **Program Title:**																			
Barber	1960	10					750	16	20		D	D	Wk.	48	1872	X	X	X	X
LINCOLN SERVICE, INC. 2211 Broadway Pekin, Illinois 61554 Phone: (309) 347-4121 **Available Financial Aids:** DPP	1948																		X
Accreditation: IOE **Associations:** ACTS **Program Title:**																			
Preparatory Training for Non-Technical Civil Service Examinations		GED					530												
LLOYD FLYING SERVICE* Schaumburg Airport Route 1, Box 79B Roselle, Illinois 60172																			
MAC DANIEL'S BEAUTY SCHOOL 5248 North Clark Street Chicago, Illinois 60640 Phone: (312) 561-2376 **Available Financial Aids:** BEOG, ISS, DVR, DPP, VA, Soc. Sec.	1940															X	X	X	X
Accreditation: IDRE, CAC **Associations:** IACS **Program Title:**																			
Cosmetology		GED	X				950		20		D/E	D/E	Mo.	36	1500				
MARCOS DRIVING SCHOOL* 809 Tenth Street North Chicago, Illinois 60064																			

MARION ADULT EDUCATION AND CAREER TRAINING CENTER, INC.
128 South Paulina Street
Chicago, Illinois 60612
Phone: (312) 733-1104

Available Financial Aids:
BEOG, SEOG, CETA, NDSL,
FISL, WS

Accreditation: IOE

Associations: AICS, IPBSA

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1948																X	X	X
Dental Assistant		GED	X		X		2,520		25				Wk.	40	1200				
Respiratory Therapy Aide		GED	X		X		2,700		25				Wk.	40	1200				
Homemaker Health Aide		GED	X		X		2,460		30				Wk.	40	1200				
Medical Assistant		GED	X		X		1,800		30				Wk.	30	900				
Executive Secretary		GED	X		X		3,420		30				Wk.	60	1800				
Junior Accounting		GED	X		X		2,280		30				Wk.	40	1200				
Senior Accounting		GED	X		X		4,800		30				Wk.	80	2400				
Business Administration		GED	X		X		4,800		30				Wk.	80	2400				
Leadership Sales		GED	X		X		2,052		30				Wk.	36	1080				
Stenographic Secretary		GED	X		X		2,400		30				Wk.	40	1200				

MARION COLLEGE OF BEAUTY CULTURE
903 West Main Street
Marion, Illinois 62959
Phone: (618) 993-6460

Available Financial Aids:
DVR, CETA, VA, Soc. Sec.

Accreditation: IDRE

Associations: IACS

Program Title:

Program Title	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
	1963																X		X
Beauty Culture		8	16				350	75	17		D	D	Mo.	38	1500				

MARTINEZ DRIVING SCHOOL*
2238 North Western
Chicago, Illinois 60647

MARY BONCHER MODEL AGENCY AND SCHOOL, L.T.D.
814 Four Seasons Road
P.O. Box 791
Bloomington, Illinois 61701
Phone: (309) 662-5631

507 South Belmont
P.O. Box 3201
Champaign, Illinois 61820
Phone: (217) 352-9000
(continued)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MARY BONCHER MODEL AGENCY AND SCHOOL, L.T.D. (continued) 116½ West Main Street Saint Charles, Illinois 60174 Phone: (312) 377-1373 650 Roosevelt Road Suite 205 Glen Ellyn, Illinois 60137 Phone: (312) 858-2443 Available Financial Aids: Soc. Sec. Accreditation: IOE Associations: IATTS Program Title:	1970																X	X	
Professional Finishing						X	25	130	12			D/E	Wk.	13	13				
Professional Modeling						X	25	375	12			D/E	Mo.	25	37.5				
Male Modeling**						X	100	25	6			D/E	Wk.	10	1				
Child's Modeling**						X	60	15	6			D/E	Wk.	6	4.5				
**(Available at Bloomington and Champaign locations only)																			
MARY ROBERTS SCHOOL OF BEAUTY CULTURE 6053-57 West 63rd Street Chicago, Illinois 60638 Phone: (312) 586-2233 Available Financial Aids: DPP, PTJPS, VA, Soc. Sec. Accreditation: IDRE Program Title:	1940																X	X	
Beauty Culture		8	16						10										
MARYCREST COLLEGE, INC. 185 North Saint Joseph Avenue Kankakee, Illinois 60901 Phone: (815) 932-8724 Available Financial Aids: DVR, PTJPS, CETA, VA, Soc. Sec. Accreditation: IOE Associations: IPBSA Program Title:	1954															X	X	X	X
Court Reporting							130/Mo.				D	D/E	Qtr.	104	2600				
Executive Secretarial							130/Mo.				D	D/E	Qtr.	60	1500				
Secretarial (Gregg or Machine Speedwriting)							130/Mo.				D	D/E	Qtr.	36	900				
(continued)																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MARYCREST COLLEGE, INC. (continued)																			
Business Administration & Higher Accounting							130/Mo.				D	D/E	Qtr.	104	2600				
General Business							130/Mo.				D	D/E	Qtr.	36	900				
Junior Accounting							130/Mo.				D	D/E	Qtr.	52	1300				
MC COY BARBER COLLEGE 2095 East 79th Street Chicago, Illinois 60617 Phone: (312) 221-6700 Available Financial Aids: DVR, VA, Soc. Sec. Accreditation: IDRE Associations: IABSC Program Title:	1947																	X	X
Barbering		10	16				936	15	25		D/E		[illegible]		1872				
MEDICAL AID TRAINING SCHOOL 6 North Michigan Avenue Suite 600 Chicago, Illinois 60602 Phone: (312) 263-4641 Available Financial Aids: DVR, WIN Accreditation: IOE Program Title:	1974																X	X	X
Medical Assistant			17				425		20		D/E	All	Wk.		98				
MEDICAL CAREERS INSTITUTE 168 North Michigan Avenue Chicago, Illinois 60601 Phone: (312) 782-9804 Accreditation: IOE (continued)	1977																X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MEDICAL CAREERS INSTITUTE (continued) Program Title:																			
Respiratory Therapy Technician		GED					2,920	75	8		E		6 Mo.		1000				
EKG Technician/Stress Testing		GED					670	25	15			D/E	9 Wk.	18	144				
Medical Hospital Reception Clerk							550	25	10			D/E	6 Wk.	15	90				
Nurse Assistant		9					350	25	20			D/E	5 Wk.	15	125				
Cardiology Technician		HS				X	945	50				W	11 Wk.	22	126				
METROPOLITAN SCHOOL OF BUSINESS 5844 North Lincoln Avenue Chicago, Illinois 60657 Phone: (312) 344-7212 Available Financial Aids: BEOG, SGL, DVR, DPP, PTJPS, CETA, VA, Soc. Sec., Private Scholarships Accreditation: IOE Associations: AICS, IBSA, IFIPS Program Title:	1873															X	X	X	X
Senior Accounting		GED					195/Mo.		15		D	D	4 Mo.	96	2400				
Administrative Assistant		GED					195/Mo.		15		D	D	4 Mo.	80	2000				
Business Administration		GED					195/Mo.		15		D	D	4 Mo.	64	1600				
Legal Secretary (Executive)		GED					195/Mo.		15		D	D	4 Mo.	64	1600				
Medical Secretary (Executive)		GED					195/Mo.		15		D	D	4 Mo.	64	1600				
Reporter		GED					195/Mo.		15		D	D	4 Mo.	72	1800				
Data Processing		GED					195/Mo.		15		D	D	4 Mo.	64	1600				
Junior Accounting		GED					195/Mo.		15		D	D	4 Mo.	48	1200				
Clerk Typist		GED					195/Mo.		15		D	D	4 Mo.	36	900				
Keypunch		GED					195/Mo.		15		D	D	4 Mo.	6	150				
METROPOLITAN SCHOOL OF TAILORING, DRESSMAKING AND CLOTHING DESIGN 128 South Paulina Street Chicago, Illinois 60612 Phone: (312) 733-1104 Available Financial Aids: DVR, CETA, VA, Soc. Sec. Accreditation: IOE Program Title:																	X		X
Men's Basic (Skills)		5	16		X		729				D/E	D/E	Wk.		360				
Men's Advanced (Skills)		5	16		X		540				D/E	D/E	Wk.		270				
Women's Basic (Skills)		5	16		X		720				D/E	D/E	Wk.		360				
(continued)																			

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
METROPOLITAN SCHOOL OF TAILORING, DRESSMAKING AND CLOTHING DESIGN (continued)																			
Women's Advanced (Skills)		5	16		X		540				D/E	D/E	Wk.		270				
Drafting Marking (Pattern)		5	16		X		720				D/E	D/E	Wk.		360				
Alteration - Restyling		5	16		X		1,440				D/E	D/E	Wk.		720				
Fitting & Alterations of Men's Ready to Wear Garments		5	16		X		240				D/E	D/E	Wk.		120				
Fitting & Alterations of Ladies' Ready to Wear Garments		5	16		X		600				D/E	D/E	Wk.		300				
Communication Skills		5	16		X		300				D/E	D/E	Wk.		150				
Mathematics - Clothing		5	16		X		120				D/E	D/E			450				
MICHAELS' DRIVING SCHOOL, INC. 106 East Lake Street Addison, Illinois 60101 Phone: (312) 833-6211 Accreditation: IOE Program Title:	1965																		
Behind the Wheel			15				19/hr.		1		D/E	All	Day		V				
Classroom			15				60		12		D/E	All	Wk.	4	30				
MEXICO DRIVING SCHOOL* 1151 West 18th Street Chicago, Illinois 60608																			
MID-AMERICA BEAUTY SCHOOL 5506 West Belmont Avenue Chicago, Illinois 60641 Phone: (312) 282-4400 Available Financial Aids: BEOG Accreditation: IDRE, CAC Associations: NACS, ISOA Program Title:	1964																X	X	X
Cosmetology		GED					1,225	25	15		D/E	D/E	Mo.	38	1500				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MID-AMERICA SCHOOL OF DRIVING* 18107 Dixie Highway Homewood, Illinois 60430																			
MID-STATE BEAUTY SCHOOL 3212 West 63rd Street Chicago, Illinois 60629 Phone: (312) 436-1155 Available Financial Aids: DPP Accreditation: IDRE, CAC Associations: CCA Program Title:	1962																X	X	X
Beauty Culture		HS					1,200	25	20		D/E	D/E	8 Wk.		1500				
MID-WAY DRIVING SCHOOL* 1610 East 86th Street Chicago, Illinois 60617																			
MID-WEST BARBER COLLEGE 4015 Southwest Adams Street Peoria, Illinois 61605 Phone: (309) 672-9467 Available Financial Aids: DVR, VA, Soc. Sec., WIN Accreditation: IOE, IDRE Associations: JBHCIA Program Title:	1961															X	X	X	
Barber (Additional program costs of $105)		10	16				None	5	9		D		Wk.	52	1872				
MID-WEST SCHOOL OF DRIVING, INC.* 2335 West Devon Avenue Chicago, Illinois 60645																			
MIDWEST INSTITUTE OF ELECTROLYSIS 5 South Wabash Suite 516 Chicago, Illinois 60603 Phone: (312) 346-1714 Available Financial Aids: DVR, VA Accreditation: IOE (continued)	1974															X	X		X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MIDWEST INSTITUTE OF ELECTROLYSIS (continued) Associations: IEA Program Title:																			
Electrology		GED					280		15		D/E	D/E	Day	4	120				
MIDWEST SCHOOL OF DOG GROOMING, INC. 6174 Northwest Highway Chicago, Illinois 60631 Phone: (312) 774-8559 Available Financial Aids: DVR, DPP, PTJPS, VA, Soc. Sec. Accreditation: IOE Program Title:	1972															X	X	X	X
Basic Dog Grooming Course			16			X	795	198	6		D	D/E	Mo.	6	210				
Professional Course			16			X	1,650	198	6		D	D/E	Mo.	12	420				
MIDWESTERN BROADCASTING SCHOOL 228 South Wabash Chicago, Illinoig 60604 Phone: (312) 922-0712 Available Financial Aids: DVR, PTJPS, VA, Soc. Sec. Accreditation: IOE, USINS Program Title:	1935															X	X	X	X
Radio/Television Announcing (days)		GED					590					D/E	FT	13	195				
(evenings)														33	195				
Comprehensive Broadcasting		GED					985		10		D			13	325				
MILDRED LOUISE BUSINESS COLLEGE, INC.* 3116 Bond Avenue East Saint Louis, Illinois 62207																			
MILDRED'S BEAUTY COLLEGE* 4141 West Madison Street Chicago, Illinois 60624																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MR. JOHN'S SCHOOL OF BEAUTY CULTURE 801 North Broadway Street Decatur, Illinois 62521 Phone: (217) 423-8173 Available Financial Aids: DVR, DPP, CETA, VA, Soc. Sec., Scholarships Accreditation: IDRE Program Title: Beauty	1932	8	16		X		1,050		10		D	D		36	1500		X	X	X
MR. ROBERT'S HOUSE OF BEAUTY CULTURE 17-19 Park Boulevard Villa Park, Illinois 60181 Phone: (312) 832-9180 Available Financial Aids: BEOG, ISS, DVR, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: NHA, IHCA Program Title: Cosmetology	1961	8					1,200		15		D/E	D/E	Mo.		1500		X		X
MR. ROBERT'S SCHOOL OF BEAUTY CULTURE 4949 Forest Avenue Downers Grove, Illinois 60515 Phone: (312) 968-3314 Available Financial Aids: BEOG, SGL, DVR, PTJPS, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: ISOA Program Title: Cosmetology	1961	8					1,200		20		E	D/E	Mo.	36	1500		X	X	X
MR. TONY'S SCHOOL OF BEAUTY CULTURE 6440 West Cermak Road Berwyn, Illinois 60402 Phone: (312) 749-2252 Available Financial Aids: BEOG, SGL, FISL, VA Accreditation: IDRE, CAC Program Title: Cosmetology	1971	HS					770	100	15		D	D/E	Mo.	36	1500	X	X	X	X

MOCH UPHOLSTERING SCHOOL
1001 Ohio Street
P.O. Box 734
Quincy, Illinois 62301
Phone: (217) 224-1673

Available Financial Aids:
DVR, CETA, VA, Soc. Sec.

Accreditation: IOE

Associations: IATTS, IMATVRS

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MOCH UPHOLSTERING SCHOOL	1969															X	X	X	X
Upholstering		GED				X	174		15		D/E		Wk.	104	2880				
Repair Shop Upholstering							174		15		D/E		Wk.	52	1440				
Automobile Upholstering & Trim							174		15		D/E		Wk.	40	1080				
Upholstery Sewing & Trimming							174		15		D/E		Wk.	26	720				
Antique Restoring							174		15		D/E		Wk.	40	1080				
Furniture Refinishing							174		15		D/E		Wk.	26	720				
Furniture Repair							174		15		D/E		Wk.	26	720				
Caning & Weaving							174		15		D/E		Wk.	13	360				
(Educational requirement may be waived)																			

MODERNISTIC SCHOOL OF BEAUTY CULTURE
1035 West Jefferson Street
Springfield, Illinois 62702
Phone: (217) 787-1431

Available Financial Aids:
DVR, VA, Soc. Sec.

Accreditation: IDRE

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MODERNISTIC SCHOOL OF BEAUTY CULTURE	1931																X		X
Beauty Culturist (full-time)		8					775		20		D	D	Wk.	40	1500				
(part-time)		8					885				D	D	Wk.						
Teacher Training (500 hour program)		GED	21			X					D	D	Wk.	12	500				
(1000 hour program)		GED	21										Wk.	24	1000				

MOLER SYSTEM OF COLLEGES
738 North Clark Street
Chicago, Illinois 60610
Phone: (312) 649-1004

532 North Clark Street
Chicago, Illinois 60610

1557 North Milwaukee Avenue
Chicago, Illinois 60622

Available Financial Aids:
DVR, DPP, PTJPS, CETA, VA

Accreditation: IDRE

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MOLER SYSTEM OF COLLEGES	1893																X	X	

(continued)

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
MOLER SYSTEM OF COLLEGES (continued) **Program Title:**	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Barber		10	16				1,000		25		D	D	Wk.	47	1872				
MOLINE BEAUTY SCHOOL* 1413 Fifth Avenue Moline, Illinois 61265																			
MORRIS'S ACADEMY OF BEAUTY CULTURE 4223 South Dr. Martin L. King Drive Chicago, Illinois 60653 Phone: (312) 373-6469 **Available Financial Aids:** DVR, DPP, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** CBSOS, IACS **Program Title:**	1939																		
Basic Beauty Culture		8							20		D	D/E	Wk.	37	1500				
Brush-Up Courses						X			20		D	D/E	Wk.		250				
Teaching Training		GED							20		D	D/E	Wk.	21	1000				
Manicuring									20		D	D/E	Wk.	68	250				
Advanced Hair Styling									20		D	D/E	Wk.	8	160				
Hair Weaving									20		D	D/E	Wk.	6	240				
MT. HAWLEY AVIATION, INC. 1320 Bird Boulevard Peoria, Illinois 61614 Phone: (309) 691-8812 **Available Financial Aids:** VA **Accreditation:** IOE, FAA **Program Title:**	1970																X	X	
Private Pilot (ASEL)			16			X	1,100		10		D/E	All	Day		88				
Commercial Pilot (ASMEL)			18			X	V		5		D/E	All	Day		208				
Instrument Rating Airplanes			17			X	V		5		D/E	All	Day		88				
Flight Instructor (ASMEL)			18			X	V		1		D/E	All	Day		20				
Flight Instructor Helicopter			18			X	V		5		D/E	All	Day		20				
Airline Transport Pilot (AMEL)			21			X	V		1		D/E	All	Day		20				
Private Pilot (multi-engine & helicopter)			16			X	V		5		D/E	All	Day		88				
Commercial Pilot Helicopter			18			X	V		5		D/E	All	Day		88				

MSH DRIVING SCHOOL*
903 Ridge Avenue
Rockford, Illinois 61103

MSTA LEARNING CENTERS
1307 South Wabash Avenue
Chicago, Illinois 60605
Phone: (312) 922-0083

Available Financial Aids: BEOG, SEOG, DVR, PTJPS, CETA, NDSL, VA, Soc. Sec.

Accreditation: IOE USOE, ACAICS

Program Title:

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MSTA LEARNING CENTERS	1969																X	X	X
Clerk-Typist						X	2/hr.	25	20		D/E	E		20	600				
Clerk-Typist/Transcriber		GED					2/hr.	25	20		D/E	E		26	780				
Stenographer		GED					2/hr.	25	20		D/E	E		33	975				

MUELLER SCHOOL OF BEAUTY CULTURE
18 South Genesee Street
Waukegan, Illinois 60085
Phone: (312) 623-3535

Available Financial Aids: DVR, DPP, CETA, VA, Soc. Sec.

Accreditation: IDRE

Association: IACS

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MUELLER SCHOOL OF BEAUTY CULTURE	1956																	X	X
Beautician		8	16				995		16		D	D/E	Mo.	38	1500				
Teacher Training (500 hour program)		HS	18				250		16		D	D	Mo.		500				
(1000 hour program)							500								1000				

MULHOLLAND DRIVING SCHOOL*
244 North State
Decatur, Illinois 62521

MURPHYSBORO BEAUTY SCHOOL
1328 Manning Street
Murphysboro, Illinois 62966
Phone: (618) 684-6081

Available Financial Aids: VA

Accreditation: IDRE

Associations: IACS

Program Title:

	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
MURPHYSBORO BEAUTY SCHOOL	1953																		X
Cosmetology		8	16			X	600		20		D	D	Mo.		1500				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NAPERVILLE'S MR. ROBERTS SCHOOL OF BEAUTY CULTURE 16 West Chicago Avenue Naperville, Illinois 60540 Phone: (312) 968-3314 **Available Financial Aids:** SGL, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1976																X	X	X
Cosmetology		8					1,200		11		D	D	Mo.	36	1500				
NATIONAL BARBER COLLEGE, INC. 108 North Sixth Street Springfield, Illinois 62701 Phone: (217) 523-5222 **Available Financial Aids:** DVR, CETA, VA, Soc. Sec. **Accreditation:** IOE, IDRE **Associations:** IABSO **Program Title:**	1958															X	X	X	
Barbering & Hairstyling		10	16			X	70/Mo.	20	10		D	D/E	SA	45	1872				
NATIONAL REAL ESTATE SCHOOLS 6650 Northwest Highway Chicago, Illinois 60631 Phone: (312) 763-4241 **Available Financial Aids:** DPP **Accreditation:** IOE, IDRE **Associations:** IAREE **Program Title:**	1957																		X
Real Estate									50			All							
Motivation									50			All							
Marketing									50			All							
Psychological Testing (For Sales)									50			All							
NATIONAL TRAINING CORPORATION 2214 North University Peoria, Illinois 61604 Phone: (309) 688-2532 **Available Financial Aids:** DVR **Accreditation:** IOE (continued)	1969																		X

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		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NATIONAL TRAINING CORPORATION (continued) **Program Title:**																			
Dyna Group (Self-Improvement)							365		30		D/E		Wk.	9	18				
Money Plan (Personal Saving Management)							100		100		D/E		Wk.	6	12				
NEW CARIBBEAN DRIVING SCHOOL* 2417 West Diversey Chicago, Illinois 60647																			
NEW FASHION SCHOOL OF BEAUTY CULTURE 3304 North Lincoln Avenue Chicago, Illinois 60657 Phone: (312) 281-7070 **Available Financial Aids:** DVR, VA **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1931																	X	
Beauty Culture		8					995		15		D	E	8 Wk.	40	1500				
Manicuring		8					85		1		D	D/E	Day		100				
Beauty Culture Brush-Up						X	200		15		D	E	8 Wk.	7	250				
Teacher Training		GED	21				995		1		D/E	D/E	FT	27	1000				
NEW WAY BARBER COLLEGE 1469 North Milwaukee Avenue Chicago, Illinois 60622 Phone: (312) 278-3830 **Available Financial Aids:** DVR, CETA, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** IABSC **Program Title:**	1948																		X
Barber-Stylist		10	16				125/Mo.		10		D	D	Day	47	1872				

NEW WAY DRIVING SCHOOL, INC
DBA Montgomery Ward
6146 West Higgins Avenue
Chicago, Illinois 60630
Phone: (312) 774-9400

Available Financial Aids:
DVR

Accreditation: IOSS

Associations: DSAA

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NEW WAY DRIVING SCHOOL, INC	1974																		
Driver Education			16			X	140				D/E		Mo.	4	42				

NILES SCHOOL OF BEAUTY CULTURE
8041 North Milwaukee Avenue
Niles, Illinois 60648
Phone: (312) 965-8061

Accreditation: IDRE

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NILES SCHOOL OF BEAUTY CULTURE	1963																	X	
Beauty Culture		8	16				995		15		D	D/E	Mo.		1500				

NORTHWEST AMERICAN SCHOOL OF BEAUTY CULTURE, INC.
620 Lee Street
Des Plaines, Illinois 60016
Phone: (312) 296-7716

Available Financial Aids:
BEOG, SEOG, SGL, DVR, CETA, NDSL, WS, VA, Soc. Sec., Scholarships

Accreditation: IDRE, CAC

Associations: IACS, IASFAA

Program Title:

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NORTHWEST AMERICAN SCHOOL OF BEAUTY CULTURE, INC.	1929																X	X	X
Basic Cosmetology		GED					1,050	10	15		D		Mo.		1500				
Teacher's Training		GED					600	10	1		D/E	D/E	Mo.		1000				
Manicuring							85	10	15		D		Mo.		40				

NORTHWESTERN BUSINESS COLLEGE
4959 West Belmont Avenue
Chicago, Illinois 60641
Phone: (312) 777-4220

Available Financial Aids:
BEOG, SGL, DVR, DPP, CETA, VA, Soc. Sec.

Accreditation: IOE, USOE

Associations: AICS, IASFAA, IBSA

(continued)

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NORTHWESTERN BUSINESS COLLEGE	1902																X	X	X

		REQUIREMENTS					COSTS		CHARACTERISTICS							SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
NORTHWESTERN BUSINESS COLLEGE (continued) Program Title:																			
Business Administration		GED					2,620	70	12		D	D/E	Qtr.	72	1860				
Executive Accounting		GED					2,620	70	10		D	D/E	Qtr.	72	1812				
Professional Secretarial		GED					2,620	70	16		D	D/E	Qtr.	72	1800				
General Business		GED					2,100	70	8		D	D/E	Qtr.	60	1500				
Secretarial		GED					2,100	70	11		D	D/E	Qtr.	60	1524				
Administrative Assistant		GED					1,680	70	7		D	D/E	Qtr.	48	1200				
Junior Accounting		GED					1,680	70	13		D	D/E	Qtr.	48	1200				
Stenographic		GED					1,680	70	10		D	D/E	Qtr.	48	1200				
Bookkeeping - Clerical		GED					1,680	70	6		D	D/E	Qtr.	48	1236				
Clerical		GED					1,260	70	12		D	D/E	Qtr.	36	900				
NU-TEK SCHOOL OF BEAUTY CULTURE* 7943 South Dr. Martin L. King Drive Chicago, Illinois 60619																			
OAK PARK AMERICAN SCHOOL OF BEAUTY CULTURE 1127 Lake Street Oak Park, Illinois 60301 Phone: (312) 848-9580 Available Financial Aids: BEOG, SEOG, SGL, DVR, CETA, NDSL, WS, VA, Soc. Sec., Scholarships Accreditation: IDRE, CAC Associations: IACS, IASFAA Program Title:	1929																X	X	X
Basic Cosmetology		GED					1,050	10	15		D/E		Mo.		1500				
Teachers Training		GED					600	10	1		D/E	D/E	Mo.		1000				
Manicuring							85	10	15		D	D	Mo.		40				
OEHRLEIN SCHOOL OF COSMETOLOGY, INC. 100 Meadow Avenue East Peoria, Illinois 61611 Phone: (309) 699-1561 Available Financial Aids: DVR, DPP, CETA, Soc. Sec. Accreditation: IDRE Associations: IACS (continued)	1973															X		X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
OEHRLEIN SCHOOL OF COSMETOLOGY, INC. (continued) Program Title:	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Cosmetology		8	16				1,100		15		D	D	6 Wk.	38	1500				
OFFICE TRAINING UNLIMITED 2835 Belvidere Road Waukegan, Illinois 60085 Phone: (312) 662-5545 Available Financial Aids: DVR, DPP, PTJPS, CETA, VA, Soc. Sec. Accreditation: IOE Program Title:	1965																X	X	X
Secretarial; Professional		GED					1,996	25	18			D/E	Day	32					
Legal Secretary		GED					2,495	25	18			D/E	Wk.	40					
Medical Secretary		GED					2,495	25	18			D/E	Wk.	40					
Stenography Secretary		GED					1,507	25	18			D/E	Wk.	24					
Clerical Receptionist		GED					1,248	25	18			D/E	Wk.	20					
Bookkeeping - Typist		GED					1,498	25	18			D/E	Wk.	24					
(educational requirement may be waived)																			
OLYMPIC DRIVING SCHOOL* 2805 West Lawrence Chicago, Illinois 60625																			
OMEGA SCHOOL OF COMMUNICATIONS 237 East Grand Avenue Chicago, Illinois 60611 Phone: (312) 321-9400 Available Financial Aids: DPP, CETA, VA, Soc. Sec. Accreditation: IOE Associations: IFIPS, IATTS Program Title:	1972																		
Television Production		GED			X		2,525		20		D/E	D/E	Qtr.	39	780				
Radio Announcing/Production																			
FCC License Training																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ONYX VOCATIONAL SCHOOL 6 East Randolph Street Chicago, Illinois 60601 Phone: (312) 372-2331 Accreditation: IOE Program Title:																			
Manicuring - Pedicuring - Nail Wrapping	1976	8				X	180					D/E	Day		60				X
Sculptured Nails (Professional)		8				X	300					D/E	Day		60				
Sculptured Nails (Nonprofessional)		8				X	200					D/E	Day		40				
Wig Care		8				X	180					D/E	Day		60				
(students must furnish own materials)																			
ORIENTAL AMERICAN DRIVING SCHOOL* 1927 West Howard Street Chicago, Illinois 60645																			
PALATINE SCHOOL OF BEAUTY CULTURE 33 West Slade Street Palatine, Illinois 60067 Phone: (312) 358-1503 Available Financial Aids: BEOG, SEOG, SGL, DPP, NDSL Accreditation: IDRE, CAC Associations: IACS Program Title:	1971																	X	X
Beauty Culture		8	16			X	1,250	220	23		D	D	FT	36	1500				
PARKE-WAY DRIVING SCHOOL* 2018 Plainfield Road Cresthill, Illinois 60435																			
PATCHETT FLYING SERVICE P.O. Box 416 Casey, Illinois 62420 Phone: (217) 932-4077 Available Financial Aids: VA Accreditation: IOE, FAA Program Title:	1946																		
Private Pilot			16			X	1,500		1			All	Day	V	V				
Commercial Pilot						X	5,719		1			All	Day	95	249				
(continued)																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
PATCHETT FLYING SERVICE (continued)	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Instrument Pilot						X	1,757		1			All	Day	26	70				
Multi-Engine Pilot						X	1,012		1			All	Day	20	24				
Argricultural Pilot						X	1,494		1			All	Day	20	48				
(maximum length of course and tuition are given)																			
PATHFINDER SCHOOL OF SECURITY TRAINING, LAW ENFORCEMENT, AND INVESTIGATIONS 2 Madison Street Oak Park, Illinois 60302 Phone: (312) 848-0780	1977																X		X
Accreditation: IOE, IDRE																			
Program Title:																			
Blue Card Security Training		18				X	30		5		D/E		Wk.	1	30				
PATRICIA RAY CHARM & MODELING SCHOOL East Gate Plaza 975 Aurora Avenue Aurora, Illinois 60505 Phone: (312) 859-3444 Available Financial Aids: Soc. Sec.	1969																X		X
Accreditation: IOE																			
Associations: MAA																			
Program Title:																			
Personal Improvement & Charm Course			12			X	85		12			E	6 Wk.	12	18				
Professional Modeling			12			X	95		12			E	6 Wk.	14	21				
Little Miss Charm & Modeling (for ages 6 to 11 only)			6			X	60		12			D	6 Wk.	10	10				
PEORIA BARBER COLLEGE 1315 West Garden Street Peoria, Illinois 61602 Phone: (309) 676-8541 Available Financial Aids: DVR, PTJPS, VA, Soc. Sec.	1897															X	X	X	
(continued)																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
PEORIA BARBER COLLEGE (continued)																			
Accreditation: IDRE																			
Program Title:																			
Barber		10	16					126	5		D	D	Wk.	50	1950				
PEORIA SCHOOL OF DRIVING 3104 Northgale Avenue Peoria, Illinois 61604 Phone: (309) 688-8073	1977																		
Accreditation: IOE, IOSS																			
Program Title:																			
Driver Education (Adult Program)			18			X		17/hr.	1		D/E	D/E	Day		V				
Driver Education (Teen Program) (classroom)			15			X		125	12		D/E	D/E	Mo.	4	30				
(in-car)															6				
PETERSON FLIGHT SCHOOL, INC. #2 Airport Circle Rockford, Illinois 61109 Phone: (815) 968-9835	1964															X	X	X	X
Accreditation: IOE, FAA																			
Associations: NATA																			
Program Title:																			
Private Pilot			16			X	V		5		D/E	All	Day	V	V				
Commercial Pilot			18			X	V		5		D/E	All	Day	V	V				
Instrument Pilot						X	V		5		D/E	All	Day	V	V				
Multi-Engine Pilot						X	V		5		D/E	All	Day	V	V				
Flight Instructor						X	V		5		D/E	All	Day	V	V				
Instrument Instructor						X	V		5		D/E	All	Day	V	V				
Multi-Engine Instructor						X	V		5		D/E	All	Day	V	V				
Commercial Helicopter						X	V		5		D/E	All	Day	V	V				
Helicopter Instructor						X	V		5		D/E	All	Day	V	V				
PHILKO AVIATION, INC.* Rural Route 1, Box 233A Sugar Grove, Illinois 60554																			

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
PIVOT POINT BEAUTY CULTURE SCHOOL 1791 West Howard Street Chicago, Illinois 60626 Phone: (312) 465-0186 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, CETA, NDSL, FISL, VA, Soc. Sec. Accreditation: IDRE, IOSS, CAC Associations: CCA Program Title:	1961															X	X	X	X
Basic Beauty Culture		HS	16				1,825	502	15		D		7 Wk.	38	1520				
Beauty Culture Teachers (500 hour course)		HS	18				1,500	50	15		D		7 Wk.	12.5	500				
(1000 hour course)							3,000	50	15		D		7 Wk.	25	1000				
Brush-Up Course		HS					750	50	15		D		7 Wk.	6.25	250				
Skin Care Course (Programs are from one to four weeks in length)		HS					175/Wk.	50	15		D		7 Wk.	1-4	40 Wk.				
PLANO CHILD DEVELOPMENT CENTER 5665 West Madison Avenue Chicago, Illinois 60644 Phone: (312) 287-6432 Available Financial Aids: BEOG, ISS, CETA Accreditation: IOE, COE (provisionsal) Program Title:	1972															X	X	X	X
Dispensing Optician		X	X	X	X		1,517	481	10		D		6 Mo.	26	910				
Optometric Assistant		X	X	X	X		3,034	481	10		D		Yr.	52	1820				
Optometric Technician		X	X	X	X		3,420	285	10		D		Yr.	104	1248				
POINT REAL ESTATE INSTITUTE, INC.* 17 West 500 22nd Street Oakbrook Terrace, Illinois 60181																			
PRETTY GIRL, INC. 17 North State - Suite 1314 Chicago, Illinois 60602 Accreditation: IOE Program Title:	1971																X		
Basic Modeling/Self-Improvement		8					395		20			E	8 Wk.						
Teen Modeling Program			12			X	150		11			D							

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
PROFESSIONAL ACADEMY OF COSMETOLOGY 228 East Cleveland Street Spring Valley, Illinois 61362 Phone: (815) 664-4906 **Available Financial Aids:** BEOG, SEOG, ISS, SGL, DVR, CETA, FISL, VA, Soc. Sec. **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1971															X	X	X	X
Basic Cosmetology		8					1,200		20		D	D	Mo.	38	1500				
Advanced Cosmetology						X	V		1		D	D	Mo.	V	V				
Theory Instructor Course						X	1,500		1		D	D	Mo.	28	1000				
Speciality Courses						X	V		1		D	D	Mo.	V	V				
PROFESSIONAL BARTENDING SCHOOL, INC. 407 South Dearborn Street Chicago, Illinois 60605 Phone: (312) 427-6605 **Available Financial Aids:** DVR **Accreditation:** IOE **Program Title:**	1968																	X	X
Bartending		18				X	195		8		D	E	Wk.	1	37.5				
PROFESSIONAL BARTENDING SCHOOL, INC. 1153 Tower Road P.O. Box 94216 Schaumburg, Illinois 60195 Phone: (312) 882-7900 **Available Financial Aids:** DVR **Accreditation:** IOE **Program Title:**	1933																	X	X
Bartending (full-time program)		18					140	50	12		D		Wk.	1	37.5				
(part-time program)							140	50				D	2 Wk.	2	37.5				
THE QUINCY TECHNICAL SCHOOLS 501 North Third Street Quincy, Illinois 62301 Phone: (217) 224-0600 **Available Financial Aids:** BEOG, SGL, DVR, DPP, PTJPS, CETA, FISL, VA, Soc. Sec. **Accreditation:** IOE, HEW, NATTS (continued)	1963															X	X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
THE QUINCY TECHNICAL SCHOOLS (continued) Associations: IATTS, IFIPS, MAACE Program Title:																			
Air Conditioning, Refrigeration, & Heating		GED					2,040		25		D/E		Qtr.	52	1116				
Diesel & Automotive Mechanics		GED					2,040		25		D/E		Qtr.	52	1116				
Drafting & Design Technology		GED					2,040		25		D	E	Qtr.	52	1116				
Body-Fender Repair & Spray Painting		GED					2,040		25		D	E	Qtr.	52	1116				
Welding		GED					2,040		20		D	E	Qtr.	52	1116				
Upholstering		GED					2,040		20		D/E		Qtr.	52	1116				
(Limited special-student status permitted in lieu of educational requirement)																			
RAVON AVIATION, INC. Rural Route 2, Box 201B Plainfield, Illinois 60544 Phone: (312) 759-6300 Available Financial Aids: DPP, VA Accreditation: IDT, FAA Associations: NATA Program Title:	1968																X		
Private Pilot Course			17			X	V	V			D/E	Wk.	I		V				
Private Pilot Test Course			17			X	V	V			D/E	Wk.	I		V				
Commercial Pilot Course						X	V	V			D/E	Wk.	I		V				
Commercial Pilot Test Course						X	V	V			D/E	Wk.	I		V				
Instrument Pilot Rating			17			X	V	V			D/E	Wk.	I		V				
Certified Flight Instructor			18			X	V	V			D/E	Wk.	I		V				
Certified Flight Instructor Instrument			18			X	V	V			D/E	Wk.	I		V				
Multi-Engine Land			17			X	V	V			D/E	Wk.	I		V				
Multi-Engine Land Instructor			18			X	V	V			D/E	Wk.	I		V				
RAY-VOGUE SCHOOLS 750 North Michigan Avenue Chicago, Illinois 60611 Phone: (312) 787-5117 Available Financial Aids: BEOG, SGL, DVR, DPP, CETA, VA, Soc. Sec. Accreditation: IOE, HEW, NATTS Associations: IATTS (continued)	1916															X	X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
RAY-VOGUE SCHOOLS (continued) **Program Title:**																			
Commercial Art		HS					1960/Y	25	25		D		Mo.	80	2400				
Interior Design		HS					1960/Y	25	25		D		Mo.	80	2400				
Dress Design		HS					1960/Y	25	20		D		Mo.	80	2400				
Fashion Art		HS					1960/Y	25	25		D		Mo.	80	2400				
Window-Display		HS					1960/Y	25	20		D		Mo.	40	1200				
Photography		HS					1960/Y	25	20		D		Mo.	40	1020				
Fashion Merchandising		HS					1960/Y	25	30		D		FT	40	840				
REAL ESTATE EDUCATION COMPANY 500 North Dearborn Street Chicago, Illinois 60610 Phone: (312) 836-4444 **Available Financial Aids:** DVR **Accreditation:** IOE, IDRE **Associations:** IAR (Endorsement) **Program Title:**	1967																X		X
Real Estate Salesman's Course		GED	21				100		40	X	D/E	All	Mo.	8-10	30				
Real Estate Broker's Program		GED	21			X	300		25		E	E	Mo.	4-8	60				
REAL ESTATE INSTITUTE OF AMERICA 701 Burnham Avenue Calumet City, Illinois 60409 Phone: (312) 891-2202 **Accreditation:** IOE, IDRE **Program Title:**	1976																		X
Principles of Real Estate		HS	21				95		35		D/E		Mo.	10	30				
Advanced Real Estate Principles		HS	21			X	45		15		E		2 Mo.	5	15				
Contracts & Conveyances		HS	21			X	45		15		E		2 Mo.	5	15				
Finance		HS	21			X	45		15		E		2 Mo.	5	15				
Sales & Brokerage		HS	21			X	45		15		E		2 Mo.	5	15				
Appraisal		HS	21			X	45		15		E		2 Mo.	5	15				
Property Management		HS	21			X	45		15		E		2 Mo.	5	15				
License Reinstatement		HS	21			X	45		10		D/E		Mo.	5	15				
Psychology of Sales (Sales Training)						X	150		35		E		Mo.	10	45				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
REAL ESTATE SCHOOL OF ILLINOIS, INC. 30 West Washington Street Chicago, Illinois 60602 Phone: (312) 263-3298 Accreditation: IOE, IDRE Program Title:																			
Real Estate Salesman License Preparatory Course	1948	GED					95		25			D/E	Mo.	10	30		X		
Real Estate Broker License Preparatory Course		GED					250		25			D/E	Mo.	5	60				
REGAL SCHOOL OF TRAVEL 12232 South Harlem Avenue Palos Heights, Illinois 60463 Accreditation: IOE Program Title:	1976																		X
Travel Counseling Training							395	60	6		D/E		Qtr.	7	42				
REUS REAL ESTATE SCHOOL 17042 Prince Drive South Holland, Illinois 60473 Phone: (312) 933-5977 Available Financial Aids: DPP Accreditation: IOE, IDRE Associations: SSBR, SWBR, JSBR, NAR Program Title:	1970																X	X	X
Real Estate Transactions		HS	21				95		30		D/E		Mo.	8	45				
Advanced Real Estate Principles		HS	21				50		30		D/E		Mo.	4	15				
Contracts & Conveyances		HS	21				50		30		D/E		Mo.	4	15				
Financing		HS	21				50		30		D/E		Mo.	4	15				
Sales & Brokerage		HS	21				50		30		D/E		Mo.	4	15				
Appraisal		HS	21				50		30		D/E		Mo.	4	15				
Refresher Course		HS	21				50		30		D/E		Mo.	4	15				
Sales & Training Skills		HS	21				70		30		D/E		5 Wk.	5	15				
REYNOLDS AVIATION, INC. 1400 Upper Cahokia Road East St. Louis, Illinois 62202 Phone: (314) 961-8935 Available Financial Aids: SGL, DPP, FISL, Soc. Sec. Accreditation: IOE, FAA (continued)	1974																		

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
REYNOLDS AVIATION, INC. (continued) Program Title:																			
Private Pilot Course									10		D/E	All	Day		40				
Commercial Pilot Course						X			10		D/E	All	Day		190				
Instrument Pilot Course						X			6		D/E	All	Day		42				
Multi-Engine Course						X			2		D/E	All	Day		15				
Flight Instructor Course						X			5		D/E	All	Day		24				
Instrument Instructor Course						X			4		D/E	All	Day		24				
Multi-Engine Instructor Course						X			2		D/E	All	Day		24				
ATR Course						X			1		D/E	All	Day		25				
RICHARDS VOCATIONAL SCHOOL* Beauty Culture Division 3037 South Wallace Street Chicago, Illinois 60616																			
RICHLAND ACADEMY OF BEAUTY CULTURE* 1120 Main Street Mt. Vernon, Illinois 62864																			
RICKY'S SCHOOL OF BEAUTY CULTURE* 20 Phelps Avenue Romeoville, Illinois 60441																			
RICO SURE WAY 2702 North Austin Avenue Chicago, Illinois 60639 Phone: (312) 622-5525 Accreditation: IOSS Program Title:	1977																		
Driving						X			10										

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	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
RIVIERA SCHOOL OF BEAUTY CULTURE 6014 West North Avenue Chicago, Illinois 60639 Phone: (312) 237-4660 Available Financial Aids: BEOG, CETA, Soc. Sec. Accreditation: IDRE Associations: NACS, IACS Program Title:	1966															X	X	X	
Cosmetology		X	X				1,250		10		D/E	D/E	Mo.	39	1500				
ROBERTA FISHER TRAVEL TRAINING PROGRAM * 133 West Wing Street Arlington Heights, Illinois 60005																			
ROCK ISLAND BEAUTY COLLEGE* 1909 Second Avenue Rock Island, Illinois 61201																			
ROCKFORD BEAUTY ACADEMY, INC. 1133 Broadway Rockford, Illinois 61104 Phone: (815) 963-3400 Available Financial Aids: DVR, DPP, PTJPS, CETA, VA, Soc. Sec., ADC Accreditation: IOE, IDRE Associations: ISOA Program Title:																X	X	X	X
Cosmetology		8	16				875	350	15		D	D	8	43	1500				
Beauty Culture Instructor		HS	18			X	2,100		15		D		Qtr.	36	1000				
ROCKFORD BUSINESS COLLEGE, INC. 319 West Jefferson Street Rockford, Illinois 61101 Phone: (815) 965-8616 Available Financial Aids: BEOG, SEOG, SGL, DVR, DPP, PTJPS, CETA, NDSL, WS, VA, Soc. Sec. Accreditation: IOE, USINS Associations: AICS, IBSA, ISCC, IASFAA, MBSA Program Title:	1972															X	X	X	X
Clerk - Typist		GED					500	25	20		D	D	3 Mo.	12	25				
General Secretary/Stenographer		GED					500	25	20		D	D	3 Mo.	12	25				
(continued)																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
ROCKFORD BUSINESS COLLEGE, INC. (continued)	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Medical Secretary		GED					500	25	20		D	D	3 Mo.	12	25				
Legal Secretary		GED					500	25	20		D	D	3 Mo.	12	25				
Executive Secretary		GED					500	25	20		D	D	3 Mo.	12	25				
C.P.S. - Executive Secretary		GED					500	25	20		D	D	3 Mo.	12	25				
General Business Administration		GED					500	25	20		D	D	3 Mo.	12	25				
Advanced Business Administration		GED					500	25	20		D	D	3 Mo.	12	25				
Marketing & Sales Management		GED					500	25	20		D	D	3 Mo.	12	25				
General Accounting		GED					500	25	20		D	D	3 Mo.	12	25				
Advanced Accounting		GED					500	25	20		D	D	3 Mo.	12	25				
Higher Accounting & Business Administration		GED					500	25	20		D	D	3 Mo.	12	25				
Bookkeeping		GED					500	25	20		D	D	3 Mo.	12	25				
Medical Transcription		GED					500	25	20		D	D	3 Mo.	12	25				
Clerical Reception		GED					500	25	20		D	D	3 Mo.	12	25				
ROCKFORD SCHOOL OF POODLE GROOMING 427 15th Avenue Rockford, Illinois 61108 Phone: (815) 968-2935 Available Financial Aids: DVR, CETA, VA Accreditation: IOE Program Title:	1967															X	X	X	X
Grooming - Basic Poodles		GED					410	25	6		D		Mo.	3.5	130				
Grooming - Advanced Poodles & Schnauzers		GED					485	25	6		D		Mo.	4	150				
Grooming - All Breeds		GED					780	25	6		D		8 Wk.	6	240				
(Educational requirement may be waived)																			
ROMA DRIVING SCHOOL* 5809 West Diversey Avenue Chicago, Illinois 60639																			
ROYAL DRIVING SCHOOL* 3919 West North Avenue Chicago, Illinois 60647																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
ROYAL POODLE GROOMING SCHOOL 2300 Touhy Avenue Chicago, Illinois 60645 Phone: (312) 764-1750 **Available Financial Aids:** DVR, VA **Accreditation:** IOE, IDRE **Program Title:**																			
Professional All Breed Dog Grooming	1968						500	25			D	D	Day		250		X	X	X
RYDMAN REPORTING ACADEMY 1520 North Rock Run Drive Joliet, Illinois 60435 Phone: (815) 744-3423 **Available Financial Aids:** Scholarships **Accreditation:** IOE **Program Title:**	1977																X	X	X
Court Reporting - Diploma Program		GED					100/Mo.	15	20		E	E/W	4 Mo.	V	V				
Machine Shorthand - Continuing Education Program		GED					100/Mo.	15	15		E	E/W	4 Mo.	V	V				
(Program length is dependent on student progress)																			
(Tuition is $400 per tri-semester)																			
SAFETY METHOD DRIVING SCHOOL* 631 Howard Street Evanston, Illinois 60202																			
THE SAWYER SCHOOL* 1014 Church Street Evanston, Illinois 60201																			
THE SAWYER SCHOOL 130 North Marion Street Oak Park, Illinois 60301 Phone: (312) 383-6830 **Available Financial Aids:** BEOG, SEOG, SGL, DVR, DPP, NDSL, VA, Soc. Sec. **Accreditation:** IOE **Associations:** AICS **Program Title:**	1967															X	X	X	X
Administrative Secretary Course		HS					2,370	25					Mo.	36	900				
Career Stenographer Course		HS					1,670	25					Mo.	24	600				
Modern Office Assistant Course		HS					1,670	25					Mo.	24	600				
Modern Receptionist Course		HS					1,070	25					Mo.	12	300				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
THE SAWYER SCHOOL 210 North Genesee Street Waukegan, Illinois 60085 Phone: (312) 623-9700 Available Financial Aids: BEOG, SEOG, SGL, DVR, CETA, NDSL, VA, Soc. Sec. Accreditation: IOE, ABMLS Associations: AICS Program Title:	1968																X	X	X
Medical Office Assistant		GED			X		2,970	25	10		D		4 Wk.	48	1200				
Career Secretary		GED			X		2,270	25	20		D		4 Wk.	36	900				
Career Stenographer		GED			X		1,670	25	20		D	E	4 Wk.	24	900				
Modern Office Assistant		GED			X		1,670	25	20		D	E	4 Wk.	24	900				
SCHARFENBERG'S BEAUTY ACADEMY 909 North Broadway Carlinville, Illinois 62626 Phone: (217) 854-2541 Available Financial Aids: BEOG, ISS, DVR, CETA Accreditation: IOE, IDRE Associations: IHCA, NACS Program Title:																X	X	X	X
Cosmetology		8	16				700		12		D		FT	39					
SCHAUMBURG FLITE TRAINING CENTER Aviation Center Enterprises, Inc. Route 1, Box 79C Schaumburg, Illinois 60172 Phone: (312) 529-7321 Accreditation: IOE, FAA Program Title:	1971																X		
Private Pilot Course			17			X	70	V	20		D/E	D/E	Day		35				
Commercial Pilot Course						X	70	V	5		D/E	D/E	Day		190				
SCHOOL OF REAL ESTATE* Theodore M. Hoeller, Inc. 900 Ogden Avenue Downers Grove, Illinois 60515																			

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
SCHOOL FOR VOCATIONAL CAREERS, INC. 17 North State Street 18th Floor Chicago, Illinois 60602 Phone: (312) 332-3219 **Available Financial Aids:** CETA, Soc. Sec. **Accreditation:** IOE **Associations:** AIBC **Program Title:**	1975																X	X	X
Clerical Lab Program		GED	16				10/Wk.	5	25			D/E	Wk.	V	V				
Clerk Typist Program		GED	16				1,000	25	25		D	E	FT	20	500				
Stenographic Program		GED	16				1,400	25	25		D	E	FT	28	700				
Secretarial Program		GED	16				1,600	25	25		D	E	FT	32	800				
Legal Secretarial Program		GED	16				1,800	25	25		D	E	FT	36	900				
Medical Secretarial Program		GED	16				1,800	25	25		D	E	FT	36	900				
Word Processing Program		GED	16				1,625	25	25		D	E	FT	26	650				
Bookkeeping Program		GED	16				800	25	25		D	E	FT	16	400				
Junior Accounting Program		GED	16				1,600	25	25		D	E	FT	32	800				
English as a Second Language		GED	16				3,300	25	25		D	E	FT	66	1650				
G.E.D. Program		GED	16				700	25	25		D	E	FT	14	350				
CETA Clerk Typist Program		GED	16				1,078	106	25		D	E	FT	20	700				
CETA Bookkeeping Program		GED	16				1,077	57	25		D	E	FT	20	700				
CETA Secretarial Program		GED	16				1,722	150	25		D	E	FT	32	1120				
CETA Word Processing Program		GED	16				1,407	122	25		D	E	FT	26	910				
SELAN'S SYSTEM OF BEAUTY CULTURE 3124 West 63rd Street Chicago, Illinois 60629 Phone: (312) 434-8100 **Available Financial Aids:** BEOG, SGL, DVR, CETA, VA, Soc. Sec. **Accreditation:** IDRE, USINS, CAC **Associations:** IBCSA, IPVSA **Program Title:**	1919																X	X	X
Beauty Culture		8	16			X	950	25	20		D/E	D/E	Mo.	40	1500				
SELAN'S SYSTEM OF BEAUTY CULTURE 11451 South Michigan Avenue Chicago, Illinois 60628 Phone: (312) 468-0700 **Available Financial Aids:** BEOG, SGL, DVR, CETA, VA, Soc. Sec. **Accreditation:** IDRE, USINS, CAC **Associations:** IBCSA, IPVSA (continued)	1919																X	X	X

		DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
			YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
SELAN'S SYSTEM OF BEAUTY CULTURE (continued) **Program Title:**																				
Beauty Culture			8	16			X	1,325	28	20		D	D	Mo.	40	1500				
SELAN'S SYSTEM OF BEAUTY CULTURE 32 North State Street Chicago, Illinois 60602 Phone: (312) 782-0331 5701 West Belmont Avenue Chicago, Illinois 60634 Phone: (312) 622-5115 7229 West Lake Street River Forest, Illinois 60305 Phone: (312) 921-0808 **Accreditation:** IDRE, USINS, CAC **Associations:** IBCSA, IPVSA **Program Title:**	**Available Financial Aids:** BEOG, SGL, DVR, CETA, VA, Soc. Sec.	1919																X	X	X
Beauty Culture			8	16			X	1,175	28	20		D/E	D/E	Mo.	40	1500				
SISK AVIATION ACTIVITIES, INC.* 1400 Upper Cahokia Road Cahokia, Illinois 62206																				
SOUTH CENTRAL AVIATION, INC. Capital Airport Springfield, Illinois 62707 Phone: (217) 523-3444 **Accreditation:** IOE, FAA **Associations:** IATA **Program Title:**	**Available Financial Aids:** VA	1975																		
Private Pilot			16					70	30/hr.	10		D/E	All	Day		35				
Commercial Pilot			18				X	72	66/hr.	1		D/E	All	Day		190				
(continued)																				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	ADMISSION REQUIREMENTS: MINIMUM AGE	ADMISSION REQUIREMENTS: HEALTH CERTIF.	ADMISSION REQUIREMENTS: ENTRANCE EXAM	ADMISSION REQUIREMENTS: OTHER	PROGRAM COSTS: TUITION	PROGRAM COSTS: OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	PROGRAM CHARACTERISTICS: CORRESP. OPTION	PROGRAM CHARACTERISTICS: FULL-TIME ENROLLMENT	PROGRAM CHARACTERISTICS: PART-TIME ENROLLMENT	PROGRAM CHARACTERISTICS: PROGRAM BEGINS	PROGRAM CHARACTERISTICS: NO. OF WEEKS	PROGRAM CHARACTERISTICS: CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	STUDENT SERVICES: COUNSELING	STUDENT SERVICES: PLACEMENT	STUDENT SERVICES: REFUND POLICY
SOUTH CENTRAL AVIATION, INC. (continued)																			
Instrument Pilot			18			X	72	66/hr.	3		D/E	All	Day		35				
Certified Flight Instructor			18			X		66/hr.	2		D/E	All	Day		30				
Instrument Flight Instructor			18			X		66/hr.	1		D/E	All	Day		20				
Multi-Engine Rating						X		40/hr.	1		D/E	All	Day		13				
Airline Transport Rating						X		40/hr.	1		D/E	All	Day		30				
SOUTHWEST DRIVING SCHOOL 6935 West Archer Avenue Chicago, Illinois 60638 Phone: (312) 586-8389 4700 West 103rd Street Oaklawn, Illinois 60453 Phone: (312) 499-2832 6800 West 159th Street Tinley Park, Illinois 60477 Phone: (312) 499-2832 Accreditation: IOE, IOSS Program Title:	1962																		
Teen-Age Driver Education (classroom)			15				120		5			D/E	2 Wk.		30				
(in-car)															12				
Adult Driver Education			18				8.5/hr.		1			D/E	All	V	V				
SOUTHWEST SCHOOL OF BUSINESS 8030 South Kedzie Avenue Chicago, Illinois 60652 Phone: (312) 436-5050 Available Financial Aids: DVR, VA, Soc. Sec. Accreditation: IOE Associations: IBSA Program Title:	1962																	X	
Secretarial		HS					880		28		D	E	4 Mo.	35					

SPANISH AMERICAN COMMERCIAL SCHOOL
1579 North Milwaukee Avenue
Chicago, Illinois 60622
Phone: (312) 486-0350

Available Financial Aids: DPP, CETA, VA, Soc. Sec.

Accreditation: IOE, USINS

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
Clerk Typing	1967	GED					525	50	30		D/E	D/E	Day		400			X	X
Computer Programming		GED					975	125	15		D/E	D/E	FT		550				
Keypunch		GED				X	475	75	10		D/E	D/E	Day		100				
Bookkeeping		GED					975	125	15		D/E	D/E	FT		550				
Shorthand		GED					1,200	150	15		D/E	D/E	FT		1000				
Spanish							475	75	15		D/E	D/E	Day		400				
English as a Second Language							475	75	15		D/E	D/E	Day		400				

SPANISH AMERICAN NEEDLE TRADE SCHOOL
1579 North Milwaukee Avenue
Chicago, Illinois 60622
Phone: (312) 486-0350

Available Financial Aids: DPP, CETA, VA, Soc. Sec.

Accreditation: IOE, USINS

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
SPANISH AMERICAN NEEDLE TRADE SCHOOL	1968																	X	X
Refrigeration & Air Conditioning Repairman						X	975	75	15		D/E	D/E	Day		1000				
Pattern, Cutting, Sewing, & Confection Method						X	475	25	15		D/E	D/E	Day		275				

SPARKS COLLEGE
131 South Morgan Street
Shelbyville, Illinois 62565
Phone: (217) 774-5112

Available Financial Aids: BEOG, SGL, DVR, CETA, VA, Soc. Sec.

Accreditation: IOE, ACAICS

Associations: IBSA, AIBS

Program Title:

Program Title	DATE OF FOUNDING	ADMISSION REQUIREMENTS: YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	PROGRAM COSTS: TUITION	OTHER FEES	PROGRAM CHARACTERISTICS: STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	STUDENT SERVICES: HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
SPARKS COLLEGE	1908															X	X	X	X
Stenographic Course		GED					***	10	16		D	D	Qtr.	41	1093				
Secretarial Course		GED					***	10	16		D	D	Qtr.	48	1280				
Executive Secretarial Course		GED					***	10	16		D	D	Qtr.	80	2133				
Junior Accounting Course		GED					***	10	16		D	D	Qtr.	41	1093				
Higher Accounting Course		GED					***	10	16		D	D	Qtr.	81	2160				
General Business Training Course		GED					***	10	16		D	D	Qtr.	72	1920				
Court Reporting Course		GED					***	10	16		D	D	Qtr.	72	1920				

***(tuition is $180/four weeks)

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
STARCK REAL ESTATE TRAINING* 209 South Main Street Mount Prospect, Illinois 60056																			
STEPHEN'S ACADEMY OF BEAUTY CULTURE 702 Lake Street Peoria Heights, Illinois 61614 Phone: (309) 688-8741 Available Financial Aids: BEOG, SGL, DVR, CETA, VA, Soc. Sec. Accreditation: IOE, IDRE, CAC Program Title:	1967															X	X	X	X
Cosmetology		GED	16			X	900	100	15		D	D	6 Wk.	39	1540				
(Special students admitted with 8 years of education)																			
STERLING SCHOOL OF BEAUTY CULTURE, INC.* 222 North Main Street Kewanee, Illinois 61443 Phone: (309) 853-8551																			
STERLING COSMETOLOGY SCHOOL, INC. 1608½ Fifth Avenue Moline, Illinois 61265 Phone: (309) 762-9431 Available Financial Aids: BEOG, SEOG, ISS, SGL, DVR, FISL, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: IACS Program Title:	1957															X	X	X	X
Cosmetology		GED	16			X	950		20		D/E	D/E	Qtr.	39	1500				
STERLING SCHOOL OF BEAUTY CULTURE, INC. 211 East 3rd Street Sterling, Illinois 61081 Phone: (815) 625-0247 Available Financial Aids: BEOG, ISS, SGL, DVR, CETA, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: NACS, IACS Program Title:	1945																	X	X
Cosmetology		8	16				1,500		10		D		2 Mo.	36	1530				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
STREATOR SCHOOL OF BEAUTY CULTURE 116 East Main Street Streator, Illinois 61364 Phone: (815) 672-4802 Available Financial Aids: DVR, CETA, VA, Soc. Sec Accreditation: IDRE Associations: IACS Program Title:	1965																X	X	X
Cosmetology		8	16			X	800	20	20		D	D	Mo.	38	1500				
STUART-RODGERS SCHOOL OF PHOTOGRAPHY* 2504 Greenbay Road Evanston, Illinois 60201																			
SUNNY HILL BEAUTY SCHOOL* 4830 North Milwaukee Avenue Chicago, Illinois 60630																			
SUPERIOR SCHOOL OF AUCTIONEERING, INC. 2805 North Jasper Street P.O. Box 1281 Decatur, Illinois 62525 Phone: (217) 877-3253 Accreditation: IOE Program Title:	1962															X	X		X
Auctioneering			16				300		17		D/E		FT	2	100				
TAYLOR BUSINESS INSTITUTE* 203 North Wabash Chicago, Illinois 60601																			
TED LISS STUDIO OF THE PERFORMING ARTS 505 North LaSalle Street Chicago, Illinois 60610 Phone: (312) 467-6518 Available Financial Aids: SEOG, ISS, CETA, VA Accreditation: IOE Associations: ITA (continued)	1963																X		

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
TED LISS STUDIO OF THE PERFORMING ARTS (continued) **Program Title:**																			
Basic Acting									7										
Intermediate Acting									7										
Advanced Acting									15										
Reperatori									9										
Professional									7										
Directing									8										
Commercials									6										
THORSEN REALTORS SCHOOL OF REAL ESTATE* 1225 West 22nd Street Oak Brook, Illinois 60521																			
TRAINCO, INC. 53 West Jackson Boulevard Chicago, Illinois 60604 Phone: (312) 939-3317 **Available Financial Aids:** DVR, CETA, WIN, CCHD **Accreditation:** IOE, IOSS **Program Title:**	1970																X	X	
Tractor-Trailer Driver			21			X	2,340		6		D/E		Wk.	6	240				
Clerk-Typist			17				1,500		15		D		Wk.	15	600				
TRANS-AIR CORPORATION Waukegan Memorial Airport Waukegan, Illinois 60085 Phone: (312) 336-9220 **Available Financial Aids:** VA **Accreditation:** IOE, FAA **Program Title:**	1957																		
Private Pilot									10		D	D	Day		40				
Professional Pilot Course						X			8		D	D	Day		186				
Instrument Rating						X			5		D	D	Day		40				
Instructor Rating						X			5		D	D	Day		24				
Multi-Engine						X			5		D	D	Day		15				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
TRANS AMERICAN DRIVING SCHOOL* 1633 North Damen Chicago, Illinois 60647																			
TRAVEL AGENCY CAREER TRAINING* 301 157th Street Calumet City, Illinois 60409																			
THE TRAVEL SCHOOL 625 North Michigan Avenue Chicago, Illinois 60611 Phone: (312) 664-5655 **Accreditation:** IOE **Program Title:**	1977																X	X	X
Basic Travel Training		GED					780	15	12		D/E	D/E	Qtr.	8	48				
TREND INTERNATIONAL BEAUTY COLLEGE 104 South Morrison Street Collinsville, Illinois 62234 Phone: (618) 344-9820 **Available Financial Aids:** BEOG, SEOG, SGL, DVR, NDSL, VA **Accreditation:** IDRE, CAC **Associations:** NACS, IHCA **Program Title:**	1968															X	X	X	X
Cosmetology		8	16				850	10			D	D	Mo.	38	1500				
TRI-COUNTY BEAUTY ACADEMY, INC. 610 North State Street Litchfield, Illinois 62056 Phone: (217) 324-9062 **Available Financial Aids:** BEOG, SEOG, SGL, DVR, CETA, NDSL, VA, Soc. Sec. **Accreditation:** IDRE, CAC **Associations:** ISOA **Program Title:**	1970															X	X	X	X
Cosmetology (Special students also admitted)		GED	16				775	30	10		D	D	Qtr.	38	1500				
Brush-Up Course						X	160				D	All	Day	6	240				
Cosmetology Instructor		GED				X	600	30	1		D	D	Day	25	1000				

TUFTS-EDGCUMBE, INC.
Elgin Airport, Box 557
Elgin, Illinois 60120
Phone: (312) 741-5182

Available Financial Aids: VA

Accreditation: IOE, FAA, FCC

Associations: VIA, IATA, ISCC

Program Title:

		Admission Requirements					Program Costs		Program Characteristics							Student Services			
Program Title	Date of Founding	Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Tuition	Other Fees	Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Housing Inform.	Counseling	Placement	Refund Policy
Private Pilot Certificate	1937		16			X	2,000		1		D/E	All	Day		40		X		
Commercial Pilot Certificate			17			X	5,800		1		D/E	All	Day		190				
Instrument Rating			17			X	2,400		1		D/E	All	Day		45				
Multi-Engine Rating			17			X	1,200		1		D/E	All	Day		10				
Flight Instructor Certificate			17			X	1,300		1		D/E	All	Day		24				
Flight Instructor Instrument			17			X	1,500		1		D/E	All	Day		25				
Flight Instructor Multi-Engine			17			X	2,500		1		D/E	All	Day		22				
Airline Transport Pilot Certificate			23			X	3,800		1		D/E	All	Day		30				

TWIN CITIES SCHOOL OF COSMETOLOGY
1221 Broadway Avenue
Mattoon, Illinois 61938
Phone: (217) 235-1301

Available Financial Aids: BEOG, SGL, VA, Soc. Sec.

Accreditation: IDRE, CAC

Associations: IACS, IHCA

Program Title:

		Admission Requirements					Program Costs		Program Characteristics							Student Services			
Program Title	Date of Founding	Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Tuition	Other Fees	Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Housing Inform.	Counseling	Placement	Refund Policy
Cosmetology	1964	GED	16				700		10		D	D/E	Day		1500		X	X	X
Cosmetology Teachers Training (1000 hour course also available)						X	375		1		D	D/E	Day		500				

UNIQUE BEAUTY SCHOOL
3908 State Street
Chicago, Illinois 60609
Phone: (312) 924-4900

Available Financial Aids: DVR, VA

Accreditation: IDRE

Associations: ACO, BSOTA

Program Title:

		Admission Requirements					Program Costs		Program Characteristics							Student Services			
Program Title	Date of Founding	Yrs. of Education	Minimum Age	Health Certif.	Entrance Exam	Other	Tuition	Other Fees	Stu/Fac Ratio	Corresp. Option	Full-Time Enrollment	Part-Time Enrollment	Program Begins	No. of Weeks	Contact Hours	Housing Inform.	Counseling	Placement	Refund Policy
Beauty Culture	1934	8	16						20		D/E		Wk.	52	1500		X	X	X
Teacher Training		HS	21						10		D/E		Wk.	40	1000				
Hair Weaving						X			20		D/E		Wk.	40	1250				
Manicuring									20		D/E		Wk.	6	180				
Hair Styling						X			20		D/E		Wk.	8	350				

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
UNITED DRIVING SCHOOL* 264 East 162nd Street South Holland, Illinois 60473																			
UNITED STATES SCHOOL OF LAW ENFORCEMENT 230 North Michigan Avenue Chicago, Illinois 60601 Phone: (312) 263-5788 Available Financial Aids: VA Accreditation: IOE, IDRE Program Title:	1974																X	X	X
Investigative Technology							1,250	75			D/E	D/E	Mo.	40	560				
Security/Loss Prevention							1,250	75			D/E	D/E	Mo.	40	560				
Basic Security Officer Training							50					D/E	2 Mo.		30				
UNIVERSE BEAUTY SCHOOL 4738 North Kedzie Avenue Chicago, Illinois 60625 Phone: (312) 539-4394 Available Financial Aids: FISL Accreditation: IDRE, CAC Associations: IACS, NACS Program Title:	1973															X	X	X	X
Beauty Culture		8					1,065		15		D/E	D/E	Mo.	38	1500				
Beauty Culture Teachers		HS					1,065		1		D/E	D/E	Mo.	25	1000				
UNIVERSITY OF BARBER STYLING 1685 North Farnsworth Avenue Aurora, Illinois 60505 Phone: (312) 851-7505 924 West Jefferson Street Joliet, Illinois 60435 Phone: (815) 925-2225 Available Financial Aids: DVR, CETA, VA, Soc. Sec. Accreditation: IDRE Associations: NABSC, IABSC Program Title:	1961																	X	X
Barber-Styling Course		10	16				150/Mo	290	25		D	D	FT		1872				

			ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
UNIVERSITY BEAUTY SCHOOL 417½ North Main Street Bloomington, Illinois 61701 Phone: (309) 829-2938 **Accreditation:** IOE, IDRE **Program Title:**	**Available Financial Aids:** DPP, CETA																			
Beauty Culture		1940	8	16			X	850		20		D	D	Day	38	1500			X	
VARAS DRIVER TRAINING SYSTEM* Central Driving School 1422 North Ashland Chicago, Illinois 60639																				
VENTURE SCHOOL OF REAL ESTATE* 1460 East Northwest Highway Palatine, Illinois 60067																				
VINCES FLYING SERVICE* 5115 Auburn Street Rockford, Illinois 61103																				
V.I.P. TRAVEL AGENTS SCHOOL 333 East Ontario Suite 308B Chicago, Illinois 60611 Phone: (312) 266-1484 **Accreditation:** IOE **Program Title:**	**Available Financial Aids:** VA	1974															X	X	X	X
Travel Agent			GED					995					D/E	Mo.						
VOGUE ACADEMY OF BEAUTY CULTURE 4925 West Irving Park Road Chicago, Illinois 60641 Phone: (312) 777-4700 **Accreditation:** IDRE, CAC **Associations:** IACS (continued)	**Available Financial Aids:** BEOG, SEOG, SGL, DVR, DPP, CETA, NDSL, VA, Soc. Sec.	1943																		X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
VOGUE ACADEMY OF BEAUTY CULTURE (continued) **Program Title:**																			
Vocational Beauty Culture (special program for students with less than high school education)		8					1,495		10		D/E	D/E	Mo.	37	1500				
Post-Secondary Beauty Culture		GED					1,495		12		D/E	D/E	Mo.	37	1500				
Teacher Training (500 hour program)		HS				X	1,495		5		D/E	D/E	Mo.	13	500				
(1000 hour program)														26	1000				
WALSTON AVIATION SALES, INC.* P.O. Box 242 Civic Memorial Airport Wood River, Illinois 62095																			
WALTON SCHOOL OF COMMERCE* 180 North LaSalle Street Chicago, Illinois 60601																			
WALTON SCHOOL OF COMMERCE* 57 West Jefferson Street Joliet, Illinois 60431																			
WARREN'S ACADEMY OF BEAUTY CULTURE* 11001-09 South Michigan Avenue Chicago, Illinois 60628																			
WAUKEGAN SCHOOL OF COSMETOLOGY 209 Madison Street Waukegan, Illinois 60085 Phone: (312) 244-5600 **Available Financial Aids:** DVR **Accreditation:** IDRE **Associations:** IACS **Program Title:**	1965																X	X	X
Beauty Culture		8	16				1,150	25	15		D	D	Qtr.	43	1500				

	DATE OF FOUNDING	ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
		YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
WAYNE SCHOOL* 417 South Dearborn Street Chicago, Illinois 60605																			
WEEDEN BARBER COLLEGE 1152 North Milwaukee Avenue Chicago, Illinois 60622 Phone: (312) 235-6575 Available Financial Aids: DVR, CETA, VA Accreditation: IDRE Program Title:	1880																X	X	X
Barber		10	16				1,375	15	5		D	D	Day	44	1872				
WESTLAWN SCHOOL OF SAFE DRIVING 8239 South Pulaski Road Chicago, Illinois 60652 Phone: (312) 582-0320 Available Financial Aids: DPP, Soc. Sec. Accreditation: IOE, IOSS Program Title:	1966																X		
Safe Driving			16				100		15		D/E	All	Wk.	4.5	30				
WESTMONT SCHOOL OF BEAUTY CULTURE 4033 West 63rd Street Chicago, Illinois 60629 Phone: (312) 585-7498 Available Financial Aids: BEOG, DVR Accreditation: IDRE, CAC Associations: IACS, NACS Program Title:	1963															X	X	X	X
Beauty Culture		8	16			X	650	30	15		D/E	D/E	Mo.	38	1500				
WHEATON'S MR. ROBERTS SCHOOL OF BEAUTY CULTURE 533 West Front Street Wheaton, Illinois 60187 Phone: (312) 968-3314 Available Financial Aids: BEOG, SGL, DVR, VA, Soc. Sec. Accreditation: IDRE, CAC Associations: ISOA (continued)	1970																X	X	X

		ADMISSION REQUIREMENTS					PROGRAM COSTS		PROGRAM CHARACTERISTICS							STUDENT SERVICES			
	DATE OF FOUNDING	YRS. OF EDUCATION	MINIMUM AGE	HEALTH CERTIF.	ENTRANCE EXAM	OTHER	TUITION	OTHER FEES	STU/FAC RATIO	CORRESP. OPTION	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	PROGRAM BEGINS	NO. OF WEEKS	CONTACT HOURS	HOUSING INFORM.	COUNSELING	PLACEMENT	REFUND POLICY
WHEATON'S MR. ROBERTS SCHOOL OF BEAUTY CULTURE (continued) **Program Title**:																			
Beauty Culture		HS					1,200		15		D/E	All	Mo.	36	1500				
WILLIAMS DRIVING SCHOOL* 1506 Balmoral Chicago, Illinois 60640																			
WILMETTE DRIVING SCHOOL 840 Custer Street Evanston, Illinois 60202 Phone: (312) 869-4774 **Accreditation**: IOSS **Program Title**:	1958																		
Driving Instruction									1				Day						
WORSHAM COLLEGE OF MORTUARY SCIENCE, INC.* 515 North Dearborn Street Chicago, Illinois 60610																			

PHASE II

IN-SERVICE PROPRIETARY SCHOOL TEACHER EDUCATION

INTRODUCTION TO PHASE II

The objective of Phase II of this project was to develop a model for the delivery of an in-service competency-based teacher education program for instructional personnel in proprietary schools.

Various in-service performance-based teacher education delivery models were selected for review for use in resident proprietary schools in Illinois. The model that was field tested in selected Illinois proprietary schools was developed utilizing standardized performance-based teacher education (PBTE) modules from The National Center for Research in Vocational Education at Ohio State University. This was based on information received through a needs assessment questionnaire sent to the resident proprietary school instructors and administrators.

The need for this activity was established through research conducted during Part I of the Proprietary Education project. In in-depth interviews with proprietary school officials conducted in Part I, a majority of those interviewed indicated that providing appropriate in-service activities for their faculty was a major problem. This need was verified by members of the advisory committee established at the beginning of the project.

Delimitations

This study was delimited to in-service activities for instructors in Illinois resident proprietary institutions. The administrators and no more than 10 instructors in each school were requested to respond to the survey instrument.

Definitions

Proprietary Schools are private schools conducted for business profit according to Good (1959).

In-Service Education is described by Good (1959) as the efforts of administrative and supervisory personnel to promote professional growth and development of educators, including curriculum study, classroom visitation and supervisory assistance.

Competency-Based/Performance-Based Teacher Education (CBTE/PBTE) is a teacher development system encompassing identified and validated competencies and performance of the actual skill to specified standards. For the purposes of this study PBTE was used because it was the term used by developers of the modules utilized in the field tested model. A further discussion on the two phrases has been incorporated in the review of literature and the terms are considered as synonymous in this study.

REVIEW OF LITERATURE
for
PHASE II

Prior to the development of the questionnaire, a review of the literature was conducted consisting of three parts: (1) a review of proprietary schools, (2) a review of in-service training programs, and (3) a review of performance-based/competency-based teacher education.

Proprietary Schools

Proprietary education has existed in America for over two centuries. On March 20, 1728, the Boston Gazette announced the first known attempt to introduce private, home study courses in the United States (Katz, 1973). From this initial attempt has grown a large and diversified educational enterprise. Today over three million students enroll in private residence and/or correspondence schools in the United States each year. Of these schools, one third are cosmetology or "beauty" schools, one third trade and technical schools, and the final third business and the correspondence schools. Correspondence schools represent only one tenth of the proprietary schools, yet enroll two thirds of the students and produce over half of the income of the industry (Wilms, 1974).

Illinois is one of the nation's three leading states, both in terms of students enrolled and in the number of proprietary institutions operating within its boundaries. In addition, the state appears to have the nation's highest percentage of Comprehensive Employment Training Act (CETA) training programs being conducted in proprietary institutions. There are an estimated two-thirds million students enrolled in over 500 proprietary schools in Illinois. This includes over 30 home study schools (Katz, 1973).

Illinois has three primary state agencies that are responsible for the licensing and regulation of these proprietary schools. These agencies check for compliance with safety and commercial standards and certification of curriculum, staff, and facilities. These agencies are: The Illinois Office of Education, The Department of Registration and Education, and The Office of the Secretary of State. In addition, the Illinois aviation training proprietary schools are regulated solely by the Federal Aviation Administration (Katz, 1973).

While proprietary schools have many characteristics in common with public institutions, there are also some fundamental differences. Private schools are totally job oriented with the goal of preparing students for a specific job in a minimal amount of time. Their curriculum consists only of subjects directly related to the job oriented course objective. Private schools are businesses, operating for profit and subject to taxes (Katz, 1973). They are in tune with the needs of industry and quickly adapt to the changing needs of the job market.

There are three primary operational activities of private schools listed by Katz (1973):

1. Resident: where instruction and other student services are given within a physical school facility.

2. Home Study: where instruction and student services are given through a system of structured correspondence.

3. Extension: where resident and/or home study expertise and resources are 'extended' for a period of time in some geographic location other than the based school (p. 29).

Most private schools operate the year round with breaks only during holidays. Courses are generally short and concentrated and may have frequent starting schedules. Belitsky's (1969) study of proprietary schools accredited by the National Association of Trade and Technical Schools indicated a 24 to 1 student-teacher ratio in classroom work, with 19 or fewer students per teacher in the laboratory or shop work.

Instructors

"The teachers at each proprietary school are the institution's most important salespeople. Each must motivate the students and turn out a quality, marketable product or student referrals will decline" according to the Pennsylvania Department of Education (1975, p. 19).

Belitsky states that instructors are judged solely on their teaching capability. They are regarded and promoted based on their ability to teach. They do little research and publishing and there is no tenure which results in significant savings to the institution (Belitsky, 1969).

Katz (1973) identified the main differences between private and conventional faculty as follows:

a. The private school instructor is seldom protected by tenure.

b. He is rewarded directly on performance rather than on scheduled reviews of service based on time.

c. He is taught to consider his students as "clients," or perhaps "customers-of-training," rather than "charges" imposed upon him by a public system.

d. He is hired on the basis of practical experience or achievement rather than on completion of conventional academic programs.

e. He is often evaluated on the basis of his ability to "hold" student interest through continued motivation, based on the theory that each student's individual potential and talent is subject to be "tapped."

f. Often he is handicapped by lack of knowledge and training in the art and science of teaching--a skill separate from trade and technical skill.

g. Often he is handicapped by lack of understanding of students' disadvantages caused by exterior influences. (p. 121-122).

Wolman, Campbell, Jung, and Richards (1972) found that, although the proprietary school teachers as a group were younger than those in the non-proprietary (community colleges), the two groups showed no appreciable differences in the amount of prior teaching experience.

Teachers employed by proprietary schools in the Wolman et al. study had less work experience than the teachers employed in the non-proprietary schools. Wolman saw this as not surprising due to the younger age of the proprietary instructors.

The Wolman study found male instructors to be employed two to one over females. When comparing the educational attainment of teachers in the proprietary and non-proprietary schools, the teachers in the non-proprietary area had obtained a significantly higher level of traditional education. Wolman et al. indicated that the mission and philosophy of non-proprietary (community colleges) and proprietary schools is different, thereby explaining the differences in the levels of teacher's education.

School directors interviewed in the Wolman study felt that open-ended licensing which allowed the directors to employ staff with practical work or teaching experiences was more important than being held to hiring staff with only academic preparation. States having open-ended licensing for faculty in the proprietary schools were California, Illinois, and New York.

Rules and Regulations Dealing with the Certification of Proprietary School Teachers for the State of Illinois (Illinois Office of Education,

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1977) lists teacher qualifications for approval as:

> Each teacher shall possess at least one of the following qualifications:
>
> 1. A current, valid public school teacher's certificate in a relevant subject area issued by the Superintendent or the Chicago Board of Education; or
>
> 2. A permanent, valid public school teacher's certificate in a relevant subject area issued by another state; or
>
> 3. Graduation from a state-approved, four-year college or university with a minimum of twenty-four (24) semester hours in the specific subject area in which the applicant intends to teach; or
>
> 4. No less than 4,000 clock hours (the equivalent of two years) of successful training and experience in the specific subject or skill area of the instructional program in which the applicant intends to teach. (p. 12).

Wilms (1974) provided data on the comparison of public and proprietary school teachers' salaries, teaching loads, ages, work experience, and education degrees. His results indicated the proprietary and public teachers were almost the same average age (public--39, proprietary--40). The proprietary teachers, however, clustered around the young and the old, while public teachers clustered around the middle.

In viewing educational degrees, the proprietary school teachers, on the average, had completed (most often) an Associate of Arts degree while public school teachers had a bachelor's degree. Teachers from both the public and proprietary institutions had about three years of work experience.

Anderson and Pedersen (1977) found that most proprietary schools had both part-time and full-time instructors, although some employed only part-time instructors. They stated that, when hiring faculty members, the administrators are interested in three primary criteria: appearance, occupational experience, and the interview impression. Since a majority of full-time instructors had been employed five years or more, a high degree of stability was suggested.

Recommendations of the Anderson and Pedersen study (1977) included: An in-depth characteristic study of instructional staff in residential proprietary schools should be made and the possibility of conducting in-service teacher education workshops should be analyzed.

Curriculum and Instruction

There is a variety of offerings in the proprietary schools according to Kincaid and Podesta (1967) and Burck (1975). Burck characterized the proprietary education field as a flourishing industry that meets the needs of the market. Peck (1970) stated that the proprietary schools are the only source of training for certain vocations and, because of the profit motive, proprietary schools experiment with new courses which will attract students to prepare for new vocations.

Katz (1973) saw the proprietary schools as training students for employment through course content designed to be closely connected with a specific phase of the world of work. He felt this practical orientation was a prime motivator for all types of students. He indicated that the word theory is seldom used, but verbal instruction combined with instructor demonstration provides a means whereby theory becomes an integral part of hands-on training and participation.

Belitsky's study (1969) indicated this emphasis on practical, hands-on orientation from findings in his study of schools accredited by the National Association of Trade and Technical Schools. Students spent a minimum time of 41 percent of each day in a concrete instructional setting. He found proprietary schools "simulate" shop laboratories and even department stores to minimize the transition for students from school to work.

Katz (1973) described the instructional process by indicating the use of job tickets similar to actual trade practice, working on real equipment, and training vehicles that simulate actual job conditions and environments.

A distinctive method of instruction provided in trade and technical schools (Katz, 1973; and Belitsky, 1969) is the use of short, sequential units. Both authors saw this "innovation" by private school administrators as a means of motivation for the students who successfully complete a unit or units before moving to the more complex units. Hoyt, as quoted by Belitsky (1969), said this reinforcement and motivation was possibly the first successful undertaking of many of the students enrolled in proprietary schools.

Training in proprietary trade and technical schools is up to date with most schools offering day or evening instruction (Hebert and Coyne, 1976). They described the training as "hands-on" with instruction structured around modular, problem-solving units allowing instructors to evaluate progress and detect problems earlier.

Anderson and Pedersen (1977) found that the lecture or shop lecture/lecture demonstration was the most prevalent type of instructional methodology and that a wide range of instructional media was employed in the teaching situation. Filmstrips and packaged materials were utilized most frequently. It was recommended that instructional methodology and delivery and curriculum management of resident proprietary schools should be analyzed.

In-Service Education

Definition

There are a number of ways to describe in-service education or faculty development. Agne and Ducharme (1977) viewed in-service as "employment oriented" which is "site specific" and designed to meet the particular needs of the institutions.

Francis (1975) stated that faculty development is a process by which the institution attempts to alter attitudes, skills, and behavior of the faculty so that they may gain greater competence in meeting the needs of students, the institution, and their own needs.

Harris and Bessent (1969) defined in-service education as a systematic program for the instructional improvement of professional staff members. Goddu et al. (1977) felt that in-service is different than staff development and they described in-service as follows:

> In-service education is different from teacher preparation and staff development. It is neither decision making by the university nor by the school administrator, but rather mutual decision making by many parties, including representatives of participants. Successful in-service programs require commitment by a school system or resources--time, personnel, space, and funds--to help personnel learn to do their jobs better (Goddu, Crosby, and Massey, 1977, p. 24).

Advantages

The advantages of in-service education are readily discernible. Such a program can be the most efficient and immediate means of effecting lasting improvement in education (Lutz, 1976).

In-service training or faculty development increases faculty awareness of the importance of teaching, provides specific and intensive training in classroom skills, and establishes institutional policies and practices which support instructional improvement as a continuing objective (Francis, 1975).

Need for In-Service Training

The proprietary sector involves a large group of institutions that heretofore have not received assistance in training new instructors for teaching occupational skills. Despite strong occupational and skills backgrounds, proprietary school instructors seldom have any pedagogical training. According to Anderson and Pedersen (1977) in viewing educational degrees, the proprietary school teachers on the average had most often completed an Associate of Arts Degree while public school teachers had completed a bachelor's degree.

Since proprietary school instructors are hired on the basis of practical experience rather than on completion of conventional academic programs, they are often handicapped by lack of teacher-education training (Katz, 1973). Private school instructors are critically concerned with the teaching skills of their instructors and many have developed training programs to improve teacher instruction. At least one Illinois proprietary school was commissioned by the United States Office of Education to make its teaching expertise available through the publication of two manuals* for public use (Katz, 1973).

Planning

Participant Involvement

There was unanimous agreement that the recipients of in-service training should be involved in program planning from the outset. Lutz (1976) stated that:

> Change in education, including the development of new programs can cause uneasiness among the professional staff and community leaders whose responsibility will involve implementation. Consequently, the planning and the field testing stages of the new program must include opportunities and strategies wherein the participants may grow to feel a commitment to the proposed course of training. Staff members who will be responsible for implementing the program should participate not only in the planning stage but also contribute to the setting of implementation strategies (p. 45).

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*Motivation and the Disadvantaged Trainee: A Manual for Instructors. U.S. Office of Education, Washington, D.C., 1970, Government Printing Office.

Training Older Workers: A Manual for Instructors, U.S. Office of Education, Washington, D.C., 1970. American Institute of Engineering and Technology, Chicago, Illinois. H. H. Katz, President Emeritus.

Involvement of those participating in the in-service program was also felt essential by Edelfelt (1977). Those providing in-service training must consider the teachers as colleagues rather than like students in the traditional sense. He stated that "Mature school personnel will not respond to--nor will they learn much from--professors who expect or demand conformity, subservience, or deference." The teacher is seldom a "complete neophyte," and it is necessary to determine the different levels and degrees of sophistication and the motivation of the participants when devising an in-service program. The questions, "What external pressures are involved?" and "Is the course of study obligatory?" should be answered before embarking on staff development according to Edelfelt.

Suggestions for in-service programs from outsiders are acceptable but any successful program emphasizes the need for suggestions from those who are to be the recipients of the program (King, Hayes, and Newman, 1977).

Needs Assessment

In-service training begins with extensive planning including a broad involvement and a thorough analysis of needs (Goddu, Crosby, and Massey, 1977). A needs assessment was considered to be the first step in planning an in-service training program (Goddu, Crosby, and Massey, 1977; King, Hayes, and Newman, 1977; and Lutz, 1976). There must be mutual decision making at this stage through the cooperation of the proposed recipients of the training program, the administrators, and those conducting the program.

Various procedures may be used for assessing needs. They may range from subjective self-evaluations or administrator perceptions to a more objective or systematic approach. Methods for obtaining input should be designed so that as much relevant information as possible may be gathered. Informal procedures, such as suggestion boxes,to more formal surveys conducted by private consulting firms were suggested by King, Hayes, and Newman (1977).

In order to determine needs, it must be kept in mind that there will be unperceived needs as well as perceived needs. Goddu et al. stated that in developing an assessment instrument it is essential to consider the following points: "What are all the kinds/categories/types of participants' needs?" and "What is it possible to provide in order to meet these needs within the constraints of the in-service program?"

In an attempt to answer the first question, a number of educators have been trying to identify competencies which teachers need to teach. They have then categorized them. Each of the three learning domains--cognitive, psychomotor, and affective--have been taken into consideration in developing competency lists (Norton, Harrington, and Gill, 1978). By utilizing competency lists, one may more easily get at the unperceived needs of teachers as well as the perceived needs.

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Models for In-Service Training

Keeping in mind that participant involvement is essential in any successful in-service program, Goddu, Crosby, and Massey (1977) list four phases of planning:

1. Identify participants' role(s) and learning needs.
2. Determine the structure or process within which learning will occur.
3. Specify desired products or outcomes.
4. Define evaluation techniques.

King et al. (1977) suggested seven stages of development. First there must be an effort to identify local needs, wants, or problems. Second, a listing and categorizing of topics should be developed. The third stage should be the assignment of priorities to the topics. Fourth, commitments from the district (in this study private school administrators) and teachers must be made.

The fifth stage of development should lead to planning and programming of each activity. Such planning should produce a planning document. In order to assure effectiveness and efficiency, several things must be considered according to King: "(1) realistic objectives, (2) types of in-servicing most likely to attain these objectives, (3) appropriate sponsorship, (4) combinations of activities to be employed, (5) characteristics of the target population, (6) incentives for participants, (7) appropriate media, (8) critical time factors, (9) adequacy of location and facilities, and (10) proper evaluation." (King, Hayes, and Newman, 1977, p. 687).

The sixth step of development should be the actual implementation of the plan. Here, King suggested, is the time for testing the plan which would permit modifications of the program.

The final stage and a critical one according to King et al. is the one of evaluation. This stage should begin with the development of the objectives of the program. It should consist of the selection of an evaluation instrument and identification of the evaluators.

A model presented by Lutz (1976) contains many of the same elements of the King model. Figure 1 was designed by Lutz to illustrate his model for in-service training. This model identified four interrelated concerns for in-service training and four groups of people involved in the various parts of the program.

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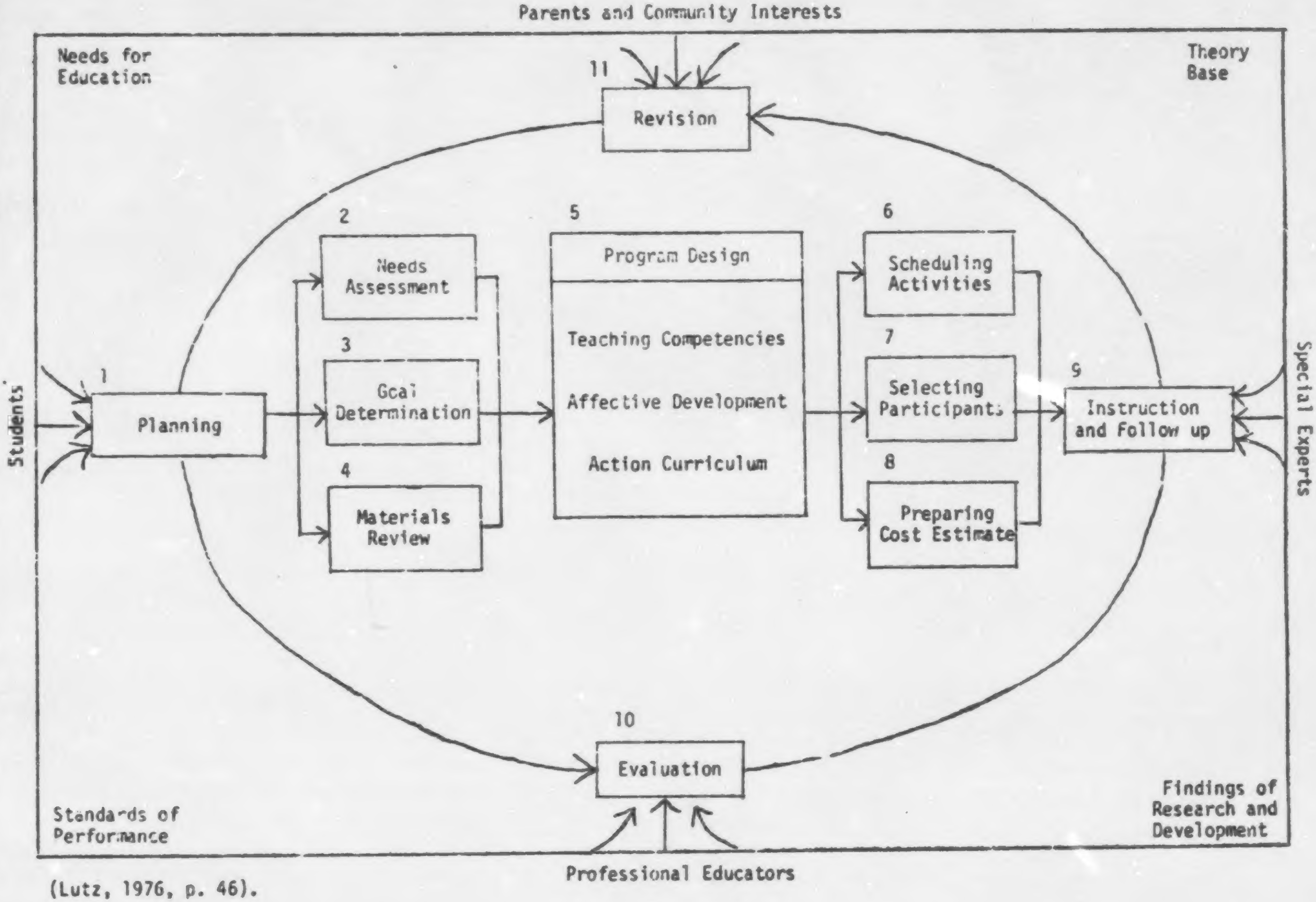
Figure 1

A System for In-Service Personnel Development


Parents and Community Interests
Needs for Education
Theory Base
11
Revision
2
Needs Assessment
3
Goal Determination
4
Materials Review
5
Program Design
Teaching Competencies
Affective Development
Action Curriculum
6
Scheduling Activities
7
Selecting Participants
8
Preparing Cost Estimate
9
Instruction and Follow up
1
Planning
Students
Special Experts
10
Evaluation
Standards of Performance
Findings of Research and Development
Professional Educators

(Lutz, 1976, p. 46).

Lutz (1976) stated that "evaluation is an essential but often neglected component" in education. He said that evaluation is needed in order to ascertain learner strengths and weaknesses and to prescribe plans of action.

The questions which should be answered by an evaluation instrument according to Lutz (1976) are:

1. Is the program doing what it was intended to do?
2. Are the objectives valid?
3. How can the system be improved?
4. How well are the objectives being fulfilled?
5. Is practice consistent with theory?
6. Is the program cost-efficient? (p. 46).

Competency/Performance-Based Teacher Education

Need for Change

Performance-based teacher education (PBTE) or competency-based teacher education (CBTE) was not a full-fledged movement in the United States at the beginning of the 1970's (Elam, 1971). However, there is at present a widespread movement by many institutions to develop and implement PBTE/CBTE programs (Norton, Harrington, and Gill, 1978).

In searching for a means to better prepare teachers to teach, educators began working on new designs for teacher education. Along with new developments in teacher education, performance-based teacher education programs have continued to expand. Also, there has been an emergence of performance-based certification in some states (Peterson, 1975).

Norton et al. (1978) stated that educators, in search of new and better ways of achieving their goals, looked at some of the characteristics of traditional teacher education programs which suggest a need for change. Most programs were based on "time" and "credit hours," rather than on the evidence of acquired competence or ability to perform. Also, traditional programs gave inadequate attention to "diagnosing the level of ability," and the "specific needs of students" entering a program and courses were often "vaguely described " (Norton, Harrington, and Gill, 1978). Many traditional programs discussed by Norton et al. (1978) lacked specificity of expected outcomes from a program of instruction.

Appelgate (1972), in discussing shortcomings of earlier programs, stated that conceptualizations of what a teacher must know focused on cognitive or knowledge criteria whereas a competency approach focuses on behavior. He stated that the criteria for assessing teaching ability is no longer limited to the cognitive domain. With the addition of the behavioral dimension, the significance of the affective and psychomotor domains became apparent.

Although most traditional programs were criticized for the above reasons, H. S. Broudy, in a conference speech on vocational education, stated:

> . . . vocational education in general and the preparation of vocational teachers in particular . . . . has always prided itself on being competence-based. It has been recommended as a wholesome alternative to academic education, which notoriously has been vague about competence. Vocational education is consistently prescribed as the cure for the lack of interest of the non-bookish student in the conventional conceptual and linguistic curriculum of the schools. (Broudy, cited in Appelgate and Weaver, 1975, p. 66).

Broudy saw the CBTE movement as potentially advantageous but stated that the advantages were no more than one would expect from a commonsense effort to clarify the mission of any educational program.

Impetus Toward Change

During the late 1950's and through the 1960's, a number of changes took place in the United States and the world which led parents and educators to see a need for some drastic changes in education. Increasing numbers of students were dropping out of school and many graduates were finding that they were not prepared to enter into and stay in the world of work. A need for more relevant education was felt by all concerned.

As a result of the recognition of a need for change, the Federal government passed several laws to aid in developing and expanding educational programs to keep pace with the demands of rapidly expanding technical knowledge which accompanied the prospering economy.

Along with these educational acts, educators began experimenting with new programs and new approaches such as programmed instruction, multi-media instruction and performance objectives. New terminology was developed and performance activities were described in behavioral terms. One began to talk about instructional objectives, occupational and task analysis, techniques and procedures, and the need for accountability. With the accountability movement came "a taxpayers' revolt and a popular demand to apply business methods of cost-effectiveness to education" (Norton, Harrington, and Gill, 1978, p. 9).

Additional changes took place in the 1970's. There was more demand for individualized instruction and flexible programs to meet the needs of the students. The whole-person approach came into vogue at this time in education as well as in medicine and other areas of life. Students gained an increasing voice in developing their own programs.

An oversupply of teachers in the early 1970's resulted from drops in enrollments. Administrators began to demand more accountability from teachers and increased competence was expected. This led to greater demands for relevance in teacher education programs. Teacher educators and state departments of education banded together to plan and develop competency-based or performance-based teacher education programs (Norton, Harrington, and Gill, 1978).

While changes were taking place in the public sector of education, proprietary schools still remained somewhat the outsiders in the educational community. However, with the passage of the Education Amendments Act of 1972, students in proprietary schools were allowed to participate in federal student aid programs. The proprietary sector was also provided with a voice in the educational planning process and was allowed protection and extension of their interests in state educational planning (Anderson and Pedersen, 1977). As the proprietary schools began to be recognized for their important role in education, the United States Officie of Education (USOE) began funding projects for research and development of programs in proprietary schools. The present project received such funding to develop competency/performance-based teacher education delivery models for proprietary teachers.

Characteristics and Model of PBTE Programs

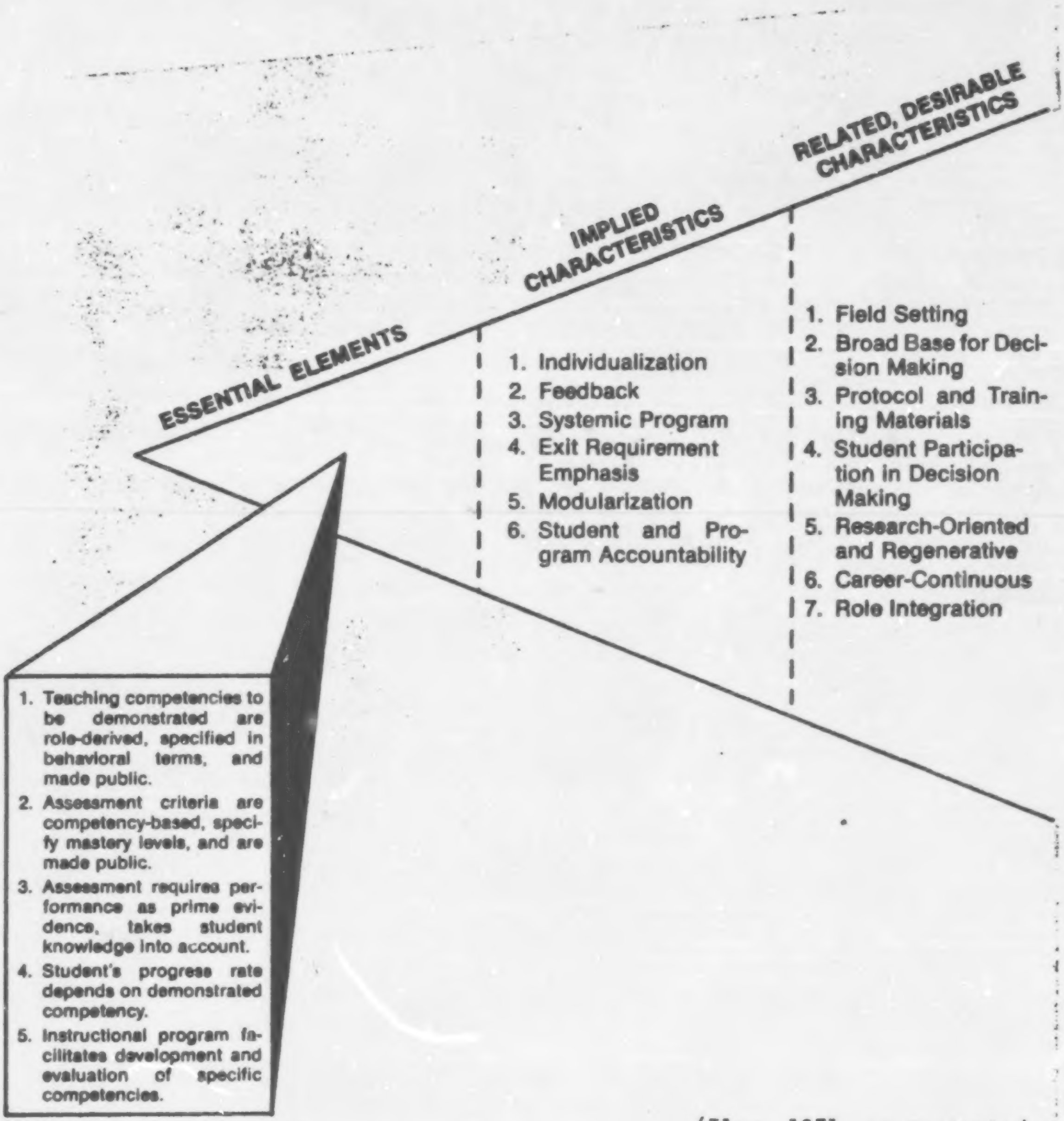
The material presented on the following pages was published in Performance-Based Teacher Education: The State of the Art by the American Association for Vocational Instructional Materials through the Center for Vocational Education at The Ohio State University. It is considered to be a clear and concise description of the characteristics of PBTE.

A list of desirable characteristics for a performance-based teacher education program was prepared in 1971 by Elam for the AACTE committee report. This list which is the one most widely used by educators contains the essential elements and implied, related and desirable characteristics of a PBTE program.

The following figure (Figure 2) presents Elam's Conceptual Model of PBTE.

Figure 2

Conceptual Model of PBTE



1. Teaching competencies to be demonstrated are role-derived, specified in behavioral terms, and made public.
2. Assessment criteria are competency-based, specify mastery levels, and are made public.
3. Assessment requires performance as prime evidence, takes student knowledge into account.
4. Student's progress rate depends on demonstrated competency.
5. Instructional program facilitates development and evaluation of specific competencies.

1. Individualization
2. Feedback
3. Systemic Program
4. Exit Requirement Emphasis
5. Modularization
6. Student and Program Accountability

1. Field Setting
2. Broad Base for Decision Making
3. Protocol and Training Materials
4. Student Participation in Decision Making
5. Research-Oriented and Regenerative
6. Career-Continuous
7. Role Integration

(Elam, 1971, as presented in Norton, Harrington, and Gill, 1978, p. 14).

In 1974, AACTE updated its 1971 report consisting of revised lists of the essential defining characteristics of PBTE and PB instruction. The lists are presented in Norton, Harrington, and Gill (1978) as follows:

> A teacher education program is performance-based if:
>
> 1. Competencies to be demonstrated by the student are--
>   * derived from explicit conceptions of teacher roles in achieving school goals,
>   * supported by research, curriculum and job analysis, and/or experienced teacher judgment,
>   * stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
>   * made public in advance.
> 2. Criteria to be employed in assessing competencies are--
>   * based upon, and in harmony with, specified competencies,
>   * explicit in stating expected levels of mastery under specified conditions, and
>   * made public in advance.
> 3. The instructional program provides for the development and evaluation of the student's achievement of each of the competencies specified.
> 4. Assessment of the student's competency--
>   * uses his performance as a primary source of evidence,
>   * takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior,
>   * strives for objectivity, and
>   * facilitates future studies of the relation between instruction, competency attainment, and achievement of school goals.
> 5. The student's rate of progress through the program is determined by demonstrated competency (Norris, Harrington, and Gill, 1978, p. 15).

In the judgment of the Committee, the essential characteristics of any performance-based instruction program are:

1. The instructional program is designed to bring about learner achievement of specified competencies (or performance goals) which have been--
    * derived from systematic analysis of the performance desired as end product (usually that of recognized practitioners) and
    * stated in advance of instruction in terms which make it possible to determine the extent to which competency has been attained.

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2. Evidence of the learner's achievement--
   * is obtained through assessment of learner performance, applying criteria stated in advance in terms of expected levels of accomplishment under specified conditions and
   * is used to guide the individual learner's effort, to determine his/her rate of progress and completion of the program and, ideally, to evaluate the efficacy of the instructional system and add to the general body of knowledge undergirding the instructional process.

The foregoing implies, of course, that:

1. Instruction is individualized to a considerable extent.
2. Learning experiences are guided by feedback.
3. The program as a whole has the characteristics of a system.
4. Emphasis is on exit requirements.
5. The learner is considered to have completed the program only when he has demonstrated the required level of performance.
6. The instructional performance is not time-based in units of fixed duration.

In addition, a performance-based teacher education program usually has other characteristics, listed as 'desirable' in the Elam report:

1. The program is to a considerable extent field-centered--to enhance realism.
2. There is a broad base for decision making--for logistical reasons as well as the requirements of democracy and professionalism.
3. Instruction is often modularized and uses protocol and training materials--to achieve flexibility and realism within the college setting.
4. Professional preparation is career-long--inherent in the concept of the professional teacher.
5. A research component is often built into the program--to enhance the knowledge base on which the profession depends (Norton, Harrington, and Gill, 1978, p. 16).

The 1974 AACTE report differs from the 1971 report in three respects according to Norton, Harrington, and Gill (1978).

1. The Committee would now say that the use of modules is not a necessary, defining characteristic of PBTE programs but simply a practice commonly followed in order to facilitate adaptation of instruction to individual needs and abilities. It often helps materially to avoid a rigidly time-based instructional design.

2. The Committee would now place much greater emphasis than earlier on the significance in the design of

> teacher education programs of stating formal hypotheses and setting up evidence-gathering and record-keeping systems so as to facilitate the testing of such hypotheses. This is in recognition of the key importance of building the knowledge base which it sees as a sine qua non for a full-fledged profession.
>
> 3. The earlier report may have given the impression that goals (competencies) which cannot be defined in assessable terms should be eliminated. Not so. The obligation is to strive for clarity, rigor, explicit definition. But if the teacher educator is convinced that something belongs in the program even though he cannot measure it, he should feel perfectly free to include it but recognize that that aspect of his program is not performance-based. It may simply be conviction-based. (p. 13).

Terminology Associated with CBTE/PBTE Programs

Every educational movement has created its own terminology. The CBTE/PBTE movement is no exception. Some key terms have been selected for a clearer understanding of the Performance-Based, In-Service Teacher Training Project for Proprietary School Teachers.

In-service teacher training and proprietary education have been discussed in the previous sections of the literature review which provides a description of both.

Performance-based teacher education and competency-based teacher education are phrases which have been used interchangeably. There have been many discussions concerning the merits of each, but the general conclusion is that both concepts--performance and competency--are necessary (Norton, Harrington, and Gill, 1978).

Performance refers to the way in which teachers demonstrate knowledge and skills. Actual performance of the tasks ensures that the teacher has not only the knowledge required, but also the ability to perform the competencies that are essential to successful teaching. Bullough stated that, "Performances consist of groups of requirements which are in turn made up of measurable components." (Bullough, 1975, p. 39). He saw performance as an area of competence.

Competency requires a minimum standard (Houston, 1972). Norton and Huang (1977) define competency as the "achievement of the knowledge, skills, and attitudes required to perform a given task." Weber, Cooper, and Johnson (1971) used three types of criteria to describe competencies: (1) a competency must contain knowledge criteria; (2) a competency must include performance criteria, a behavioral type description of what is to be done, and (3) a competency must be related to an expected product criteria.

Competence, according to Bullough (1975), consists of several parts or levels that are distinct yet related.

Modules are usually individualized and self-paced. They are usually printed instructional packages or booklets which contain a "rationale, prerequisites, objectives, strategies, resources, and performance tests," and may "vary widely in form, length, and program" (Norton, Harrington, and Gill, 1978, p. 12).

Objectives state exactly what the student is expected to do. Houston (1972) lists three types of objectives important in PBTE programs.

> Cognitive Objectives - The learner is expected to demonstrate knowledge and intellectual abilities.
>
> Performance Objectives - The learner is expected to be able to do something as opposed to simply knowing something. While knowledge is required to know how to perform correctly, emphasis is on observable behavior.
>
> Consequence Objectives - The learner is expected to bring about change in others. In order to finally assess a teacher's ability to teach, the achievement of his/her pupils is examined." (Houston, 1972, p. 5).

Other objectives listed by Norton et al. (1978) are:

> Affective Objectives - Those objectives which describe the human attitudes that are important to one's behavior in educational settings (values, feelings, appreciations and interest toward ideas, people, and things) which the learner is expected to exhibit.
>
> Enabling Objectives - Those objectives which describe the knowledge, skills, and attitudes which the learner must attain at some intermediate point if he/she is to achieve the terminal objective.
>
> Terminal Objectives - Those objectives which state what the learner is expected to be able to do at the end of instruction. They specify the conditions under which performance is to occur and the level of performance expected " (Norton, Harrington, and Gill, 1978, p. 12).

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METHOD
for
PHASE II

Introduction

The objective of this phase of the project was to identify a transportable model for the delivery of in-service, performance-based teacher education programs for proprietary school instructors.

To accomplish these stated purposes, answers were sought to two basic questions:

1. What were the competencies teachers and administrators felt instructors in Illinois proprietary schools needed to develop in order to become more effective teachers?

2. What are some viable methods of delivery of in-service activities to proprietary school instructors?

In preparation for answering these questions, a review of the literature and a study of competency lists and in-service training models were completed.

In order to determine the needs of proprietary teachers for in-service education, a Teacher Competency Self-Assessment Survey Instrument was designed and sent to proprietary schools in Illinois. After the results of this survey were compiled, appropriate modules from the Performance-Based Teacher Education Modules, published by the American Association for Vocational Instructional Materials (see Appendix G), were selected to be field tested at three of the participating schools.

Competency Assessment Instrument (Questionnaire)

The purpose of this activity was to determine, through self-assessment, the instructional areas in which proprietary teachers needed improvement and to determine from what types of activities an in-service development program could be administered. Administrators were also asked to respond to the items on the survey instrument as they saw the total needs of their faculty.

The 38 competencies on the survey instrument were condensed and simplified from the 384 standardized teacher performance elements which were previously identified and standardized by The Center for Vocational Studies at Ohio State University. These competencies were decided upon through the work of the project advisory committee and a team of experts in vocational education at Southern Illinois University. The wording of the competency items was revised to comply with proprietary school terminology.

In addition to the 38 competency items, there was a section on the survey instrument which solicited personal information concerning education and work experience and a section which sought information as to the types of in-service activities instructors felt would best serve their needs.

The survey instrument was evaluated by vocational curriculum specialists and field tested at two proprietary schools in the state. A draft of the instrument was then sent to members of the advisory committee for approval and comments. Based on the field test and committee members' recommendations, final revisions were made.

The completed survey instrument allowed the researchers to determine which competencies instructors felt they needed help in developing, and it aided in determining the correlation between teachers' and administrators' perceptions of teaching needs in their schools.

There were seven areas for teacher self-rating: (1) Planning Instruction, (2) Instructional Delivery, (3) Instructional Evaluation, (4) Instructional Management, (5) Guidance and Counseling, (6) School Community Relations, and (7) Student Organizations. The following scale allowed the teachers to rate their needs as follows: 0 = Not Applicable, 1 = Not Sure or Undecided, 2 = Have Adequate Skills, 3 = Very Little Development Needed, 4 = More Development Needed, and 5 = More Development Essential.

A letter of introduction (see Appendix H) was sent on March 3, 1978, to all schools which had expressed interest in the development of a proprietary teacher in-service education program when a previous questionnaire (see Appendix A) soliciting directory information was sent to all proprietary schools in Illinois. Eight types of schools participated in the survey: Vocational-Technical, Business, Barber, Cosmetology, Self-Improvement, Dog Grooming, Electrolysis, and Driving. In April 1978, a packet was sent to 225 resident proprietary schools in Illinois (see Appendix I). Included in this packet were the following items:

1. Letter of endorsement from Mr. John Freeman, President of the Illinois Federation of Independent Private Schools, and introductory letter to the questionnaire.
2. Instructions for owner/administrator.
3. Ten (10) instructor questionnaires and one owner/administrator questionnaire.

4. One postage-paid return envelope.

It was requested that the administrator distribute up to a maximum of ten (10) questionnaires to their faculty members for completion. If there were fewer than ten instructors, the administrators were requested to return the unused questionnaires. The administrator of each school was asked to fill out the yellow questionnaire and return all of the questionnaires in a postage-paid envelope. A follow-up letter was sent to those schools which did not respond after three weeks (see Appendix I).

One hundred two schools of the 225 schools returned questionnaires. This represented 352 individual instructor responses, and 96 administrator/owner responses.

Treatment of the Data

The data used to answer the basic research questions were obtained from responses to the Competency Assessment Survey Instrument. The data were analyzed with the aid of the Statistical Package for the Social Sciences (SPSS) and the Statistical Analysis System (SAS) computer programs at the Southern Illinois University Computer Center. This analysis included for each performance element the following:

1. Frequency of Instructor Responses by school type
2. Frequency of Administrator Responses by school type
3. Overall frequency of Instructor and Administrator Responses
4. Percentage of responses by school type
5. Reliability of the Instrument
6. T-Test Instructor vs. Administrator
7. Factor Analysis

The purpose of the factor analysis was two-fold. It was employed primarily to identify possible factor structures within the thirty-eight (38) competencies measured by the instrument, but it was also used to identify any of the competencies that did not contribute to explanation of the variance in the data.

Competency (group) factors were composed of those individual competencies that correlated highly with a factor. This factor correlation for each competency was represented by a rotated factor loading. Competencies with factor loadings of at least $\pm$ .400 were included within a factor. Any competency that did not load on any factor at the above level was dropped from further analysis.

There were initially nine types of schools represented in the responses, however five of these--barber, dog grooming, driving, medical records, electrolysis, and self-improvement--had too small a number of respondents to be considered representative for that school type in Illinois. Therefore, data from these schools were combined and classified as "Other."

SUMMARY OF FINDINGS
for
PHASE II

This survey was conducted in order to determine the in-service training needs of proprietary instructors in Illinois. The goal of this phase of the project was to develop a model for the delivery of an in-service performance-based teacher training program for teachers in proprietary schools.

The data presented in this section were based on responses to each item on the Teacher Competency Self-Assessment Survey. Data were obtained on three areas: (1) Respondent Information which included teaching and work experience, years of education and degree major; (2) Competency Needs of Instructors as perceived by the administrators; and (3) In-service Activities preferred by instructors and administrators.

Four hundred forty-eight questionnaires were returned from a total of 99 proprietary schools. Some respondents did not respond to every item on the instrument; therefore, N size varied for some of the response items.

Originally nine distinct types of schools were included in the 99 schools. However, since the N size from six of these types was considered too small to be representative for that school type in Illinois, the nine categories were condensed to four: (1) Vocational-Technical, (2) Business, (3) Cosmetology, and (4) Other. Those schools grouped as "other" were:

1. Barber
2. Dog Grooming
3. Driving Schools
4. Self-Improvement
5. Electrolysis
6. Medical Records

Table 1 shows the number of respondents and the percent of the total by school type.

Cosmetology schools represented 47.5 percent of the schools responding but only 40.4 percent of the total respondents, whereas vocational-technical schools represented 20.2 percent of the schools and 27.2 percent of the total respondents. Those schools categorized "other," represented only 13.1 percent of the schools and 9.5 percent of the respondents.

Table 2 shows the classification of respondents as full- or part-time instructors and administrators.

Table 1

Respondents By School Type

Type	No. of Schools	Percent of Schools	No. of Respondents	Percent of Respondents
Vocational-Technical	20	20.2	122	27.2
Business	19	19.2	102	22.9
Cosmetology	47	47.5	181	40.4
Other	13	13.1	43	9.5
TOTAL	99	100.0	448	100.0

Table 2

Classification of Respondents

Classification	Absolute Frequency	Percent
Full-time Instructor	231	51.6
Part-time Instructor	121	27.0
Administrator	96	21.4
TOTAL	448	100.0

There were 96 (21.4 percent) administrator respondents. Of these, almost one-half (45) were administrators of cosmetology schools. There were 352 instructor respondents of which 65.6 percent were full-time instructors. Cosmetology instructors represented 38.6 percent of the total number of instructor respondents.

Administrators were included in the above data since their opinions were sought on competency needs of their instructors. The focus of the study was on instructor needs, therefore, years of education and teaching and work experience of administrators were not analyzed.

Instructor Experience

Teaching Experience

Table 3 indicates the years of teaching experience and the percentage of instructors by years for each school type. It also indicates the overall number of teachers for each year of teaching experience up to 25 years.

It was found that 56.8 percent of all of the instructors had five years or less of teaching experience and 77.8 percent had ten years or less while 7.5 percent had 20 years or more.

Cosmetology instructors had the highest percentage (18.4 percent) of instructors with less than one year of experience and the lowest percentage (5.7 percent) of the group with 20 years or more of experience.

Vocational-technical and business schools had relatively few instructors with less than one year of experience (3.3 percent for both) while all school types showed about the same percentage of instructors with ten years or less.

The highest percentage (12.0 percent) of the group with 20 years or more teaching experience were vocational-technical instructors.

Work Experience

Table 4 indicates the years of work experience and the percentage of instructors for each year by school type. It also shows the overall number and percentage of teachers for each year of work experience.

The overall data suggested that teachers had more work experience than teaching experience. Table 4 indicates that vocational-technical instructors had the most work experience with 33.7 percent of their instructors reporting 20 years or more work experience and only 19.6 percent reporting five years or less work experience.

Educational Experience

The years of education of instructors by school type are shown in Table 5. Only 2.3 percent of the instructors reported less than 12 years of education and 68.5 percent reported more than 12 years education. Business school instructors had the most education with 75 percent of the instructors reporting 16 years or more of education. Instructors in schools classified as "other" followed with 61.5 percent of the instructors having 16 or more years of education. Fifty-four percent of the vocational technical instructors had 16 or more years of education while only 5.8 percent of the cosmetology instructors had the same amount of education.

Table 3

Years of Teaching Experience of Instructors by Type of School

Years	Vocational Technical		Business		Cosmetology		Other		Total N	%
	N	%	N	%	N	%	N	%		
0-1	3	3.3	3	3.3	26	18.4	2	8.3	34	9.8
1	9	9.8	7	7.8	15	10.6	2	8.3	33	9.5
2	9	9.8	12	13.3	20	14.3	1	4.2	42	12.1
3	11	12.0	12	13.3	9	6.3	3	12.6	35	10.1
4	14	15.2	10	11.1	6	4.3	4	16.6	34	9.8
5	6	6.5	5	5.7	7	5.0	1	4.2	19	5.3
6	2	2.2	10	11.1	7	5.0	4	16.6	23	6.6
7	4	4.3	3	3.3	3	2.1	1	4.2	11	3.2
8	2	2.2	4	4.4	6	4.3	0	0	12	3.6
9	3	3.2	1	1.1	5	3.5	0	0	9	2.6
10	6	6.5	5	5.7	6	4.3	1	4.2	18	5.2
11	3	3.2	2	2.2	1	.7	0	0	6	1.7
12	4	4.3	0	0	4	2.8	2	8.3	10	2.9
13	1	1.1	0	0	1	.7	0	0	2	.6
14	2	2.2	2	2.2	2	1.4	0	0	6	1.7
15	1	1.1	3	3.3	8	5.7	0	0	12	3.5
16	0	0	3	3.3	4	2.8	2	8.3	9	2.6
17	0	0	1	1.1	1	.7	0	0	2	.6
18	1	1.1	1	1.1	1	.7	0	0	3	.8
19	0	0	0	0	1	.7	0	0	1	.3
20 or more	11	12.0	6	6.7	8	5.7	1	4.2	26	7.5
Total	92	100.0	90	100.0	141	100.0	24	100.0	347	100.0

Table 4

Years of Work Experience of Instructors By School Type

Years	Vocational Technical		Business		Cosmetology		Other		Total N	%
	N	%	N	%	N	%	N	%		
0-1	3	3.3	2	2.3	7	5.4	0	0	12	3.6
1	2	2.2	3	3.5	8	6.2	0	0	13	3.9
2	1	1.1	6	7.1	11	8.4	0	0	18	5.5
3	2	2.2	10	11.8	9	6.9	1	4.2	22	6.7
4	4	4.3	3	3.5	9	6.9	0	0	16	4.8
5	6	6.5	7	8.3	10	7.7	2	8.3	25	7.6
6	3	3.3	5	5.9	5	3.8	4	16.7	17	5.1
7	2	2.2	2	2.3	5	3.8	0	0	9	2.7
8	5	5.4	6	7.1	6	4.6	2	8.3	19	5.7
9	3	3.3	2	2.3	2	1.6	2	8.3	9	2.7
10	12	13.0	7	8.3	4	3.1	3	12.4	26	7.9
11	1	1.1	2	2.3	5	3.8	0	0	8	2.4
12	8	8.6	3	3.5	4	3.1	1	4.2	16	4.8
13	0	0	1	1.2	1	.8	0	0	2	.6
14	3	3.3	1	1.2	2	1.6	0	0	6	1.8
15	3	3.3	3	3.5	9	6.9	0	0	15	4.5
16	0	0	1	1.2	1	.8	0	0	2	.6
17	0	0	2	2.3	3	2.3	1	4.2	6	1.8
18	1	1.1	0	0	5	3.8	0	0	6	1.8
19	2	2.2	0	0	1	.8	0	0	3	.9
20	9	9.7	4	4.8	9	5.9	4	16.7	26	7.9
21	1	1.1	2	2.3	1	.8	0	0	4	1.2
22	1	1.1	0	0	9	0	0	0	1	.3
23	0	0	0	0	3	2.3	0	0	3	.9
24	1	1.1	0	0	0	0	0	0	1	.3
25 or more	19	20.6	13	15.3	10	7.7	4	16.7	46	14.0
Total	92	100.0	85	100.0	139	100.0	24	100.0	331	100.0

Table 5

Years of Education of Instructors By School Type

Years	Vocational Technical		Business		Cosmetology		Other		Total N	%
	N	%	N	%	N	%	N	%		
Less than 12	3	3.3	0	0	5	3.7	0	0	8	2.3
12	20	21.7	3	3.4	73	53.3	4	15.3	100	29.1
13	4	4.3	6	6.8	16	11.7	1	3.9	27	7.9
14	12	13.0	10	11.4	25	18.3	4	15.3	51	14.9
15	3	3.3	3	3.4	10	7.3	1	3.9	17	5.0
16	26	28.3	32	36.4	4	2.9	7	26.9	69	20.1
17	6	6.5	11	12.5	1	.7	2	7.7	20	5.8
18	8	8.7	16	18.2	3	2.1	5	19.2	32	9.3
19	6	6.5	1	1.1	0	0	1	3.9	8	2.3
20	2	2.2	3	3.4	0	0	1	3.9	6	1.8
More than 20	2	2.2	3	3.4	0	0	0	0	5	1.5
Total	92	100.0	88	100.0	137	100.0	26	100.0	343	100.0

Competency Needs

This section of the questionnaire was constructed in order to determine competency needs of instructors. The data presented here reflect instructor and administrator perceptions of competency needs. It also reflects areas where no need exists or where the respondents felt particular competencies were not applicable to their situation.

An overall analysis of the data did not show a great need in any one area, however, when the data were broken down by school type, differences in extent and competency needs did appear. A twenty-five percent (25%) response rate in any one category was considered significant by the researchers. Since the study was primarily designed to discover competency *needs* the categories "more development needed" and "more development essential" were considered of greatest importance. However, since all competency items on the questionnaire have been determined by educators as necessary competencies to be possessed by effective instructors, the category "not applicable" was also considered important.

Frequency of Responses

Business Schools

There were 102 respondents from business schools. Table 6 represents the frequency of responses in each category. There were 25 percent or more "not applicable" responses for the competencies shown in Table 7.

Table 6

Frequency of Responses of Business Instructors and Administrators

N = 102

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
1. Develop course or program goals and objectives.	6	0	42	31	18	5
2. Develop student performance objectives for the course or program offerings.	8	1	42	28	22	1
3. Determine student needs, interests, abilities, and capabilities for program completion.	3	3	44	30	18	4
4. Develop student performance objectives for one lesson or unit or a series of lessons. (units)	5	1	53	26	13	4
5. Write course outlines for a series of lessons. (units)	7	2	55	19	16	3
6. Select methods of evaluating student performances.	3	0	47	33	15	4
7. Select teaching techniques for a lesson.	6	2	50	29	13	2
8. Plan student learning experiences (activities) for a lesson.	11	0	49	25	17	0
9. Plan, present, and evaluate a lesson.	7	1	58	27	7	2
10. Select textbooks, reference and other instructional materials.	6	1	59	22	13	1
11. Select appropriate audio-visual materials for instructional purposes.	8	2	50	24	15	3
12. Reproduce instructional materials with a variety of duplicating equipment.	7	3	58	17	12	5
13. Coordinate and supervise lab/shop experiences.	33	3	34	20	10	2
14. Assist students in developing problem-solving skills.	12	2	40	27	18	3
15. Assist students in developing appropriate habits.	6	3	46	30	15	2
16. Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	11	3	47	18	18	5
17. Employ reinforcement techniques to facilitate learning.	9	2	41	27	22	1
18. Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	9	3	34	24	23	9
19. Plan, present, and evaluate a lesson as a member of a teaching team.	26	0	40	21	13	2
20. Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	13	1	51	21	14	2
21. Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	10	1	46	26	16	3

Table 6--continued

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
22. Establish criteria for measuring student performance and progress.	6	0	42	28	25	1
23. Determine student's grades based on related instruction and lab/shop work.	12	3	54	25	7	1
24. Appraise student's output according to industry employment standards.	7	4	32	27	26	6
25. Devise self-evaluation techniques for use by students.	7	2	32	23	31	7
26. Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	8	3	52	20	16	3
27. Evaluate the validity of a test instrument.	8	4	32	19	29	10
28. Evaluate the overall effectiveness of program in terms of course and program objectives.	8	4	38	24	21	7
29. Devise and maintain a filing system for records, report forms, and instructional materials.	8	3	48	26	14	3
30. Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	48	2	16	14	16	6
31. Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	34	2	40	13	11	2
32. Review student's records for information to aid in understanding the students.	7	1	49	24	17	4
33. Assist students in developing self-discipline and confidence.	7	1	44	26	19	5
34. Help students discover personal, educational, and occupational opportunities.	7	1	44	26	21	3
35. Assist students in applying for scholarships or educational loans, or other college admission.	47	3	17	14	15	6
36. Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	23	1	45	17	11	5
37. Maintain relations with employment agencies, union officials, professional and/or service organizations.	30	3	31	16	17	5
38. Develop and coordinate student extra-curricular activities, and professional clubs.	42	2	21	13	21	3

Table 7

Not Applicable Responses--Business Schools

Competency Number	% Not Applicable Responses
13	32.4
19	25.5
30	47.1
31	33.3
35	46.1
37	29.4
38	41.2

Table 8 shows the rank order of competency needs of business school instructors and the percentage of respondents who responded "more development needed" or "more development essential." Six competencies were rated by 25 percent or more of the respondents in these two categories.

None of the competencies reported in Table 7 fell into the 25 percent range, but items 30, 35, and 38 were chosen as needed by 20 percent or more of the respondents. Since they were marked as "not applicable" by over 40 percent of the respondents, 40 percent or less of the respondents felt the instructors possessed adequate skills in these competencies.

Table 8

Rank Order of 38 Teacher Competency Needs of Business Instructors and Percentage of Instructors and Administrators Responding More Development Needed or More Development Essential
N = 102

Rank	Item Number	Competency	Percentage
1	27	Evaluate the validity of a test instrument.	38.2
2	25	Devise self-evaluation techniques for use by students.	37.2
3.5	18	Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	31.4
3.5	24	Appraise student's output according to industry employment standards.	31.4
5	28	Evaluate the overall effectiveness of program in terms of course and program objectives.	27.5
6	22	Establish criteria for measuring student performance and progress.	25.5
8	33	Assist students in developing self-discipline and confidence.	23.5
8	34	Help students discover personal, educational, and occupational opportunities.	23.5
8	38	Develop and coordinate student extra-curricular activities and professional clubs.	23.5
11.5	1	Develop course or program goals and objectives.	22.5
11.5	2	Develop student performance objectives for the course or program offerings.	22.5
11.5	16	Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	22.5

Table 8--Continued

Rank	Item Number	Competency	Percentage
11.5	17	Employ reinforcement techniques to facilitate learning.	22.5
15	3	Determine student needs, interests, abilities, and capabilities for program completion.	21.6
15	30	Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	21.6
15	37	Maintain relations with employment agencies, union officials, professional and/or service organizations.	21.6
18	14	Assist students in developing problem-solving skills.	20.6
18	32	Review students' records for information to aid in understanding the students.	20.6
18	35	Assist students in applying for scholarships or educational loans or other college admission.	20.6
21.5	5	Write course outlines for a series of lessons (units).	18.6
21.5	6	Select methods of evaluating student performances.	18.6
21.5	21	Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	18.6
21.5	26	Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	18.6
24	11	Select appropriate audio-visual materials for instructional purposes.	17.6
27	4	Develop student performance objectives for one lesson or unit or a series of lessons (units).	16.7

Table 8--Continued

Rank	Item Number	Competency	Percentage
27	8	Plan student learning experiences (activities for a lesson).	16.7
27	12	Reproduce instructional materials with a variety of duplicating equipment.	16.7
27	15	Assist students in developing appropriate habits.	16.7
27	29	Devise and maintain a filing system for records, report forms, and instructional materials.	16.7
30.5	20	Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	15.7
30.5	36	Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	15.7
32.5	7	Select teaching techniques for a lesson.	14.7
32.5	19	Plan, present, and evaluate a lesson as a member of a teaching team.	14.7
34	10	Select textbooks, reference and other instructional materials.	13.7
35	31	Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	12.7
36	13	Coordinate and supervise lab/shop experiences.	11.8
37	9	Plan, present, and evaluate a lesson.	8.8
38	23	Determine students' grades based on related instruments and lab/shop work.	7.8

Cosmetology Schools

There were 181 respondents from cosmetology schools. Table 9 shows the frequency of responses in each category for each competency. Eighty-one percent or more of the respondents chose a category other than "not applicable" for all competencies.

Table 10 shows the rank order of competency needs for cosmetology instructors and the percentage of respondents who responded "more development needed" or "more development essential." Twenty-six competencies were rated by 25 percent or more of the respondents in the "more development needed" categories.

Table 9

Frequency of Responses of Cosmetology Instructors and Administrators

N = 181

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
1. Develop course or program goals and objectives.	9	3	54	36	74	5
2. Develop student performance objectives for the course or program offerings.	9	3	53	31	74	11
3. Determine student needs, interests, abilities, and capabilities for program completion.	6	4	54	50	52	15
4. Develop student performance objectives for one lesson or unit or a series of lessons. (units)	11	4	61	44	52	9
5. Write course outlines for a series of lessons. (units)	11	3	81	45	37	4
6. Select methods of evaluating student performances.	8	2	66	50	45	10
7. Select teaching techniques for a lesson.	11	2	62	46	51	9
8. Plan student learning experiences (activities) for a lesson.	13	4	60	49	46	9
9. Plan, present, and evaluate a lesson.	11	1	83	35	43	8
10. Select textbooks, reference and other instructional materials.	8	2	88	40	37	6
11. Select appropriate audio-visual materials for instructional purposes.	10	1	84	43	32	11
12. Reproduce instructional materials with a variety of duplicating equipment.	13	9	69	45	33	12
13. Coordinate and supervise lab/shop experiences.	14	1	57	52	49	8
14. Assist students in developing problem-solving skills.	8	1	67	47	50	8
15. Assist students in developing appropriate habits.	6	2	73	55	39	6
16. Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	5	5	59	47	57	8
17. Employ reinforcement techniques to facilitate learning.	9	6	57	40	53	16
18. Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	9	5	57	37	49	24
19. Plan, present, and evaluate a lesson as a member of a teaching team.	9	10	66	41	44	11
20. Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	7	4	74	43	45	8
21. Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	7	6	69	48	37	14

Table 9--continued

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
22. Establish criteria for measuring student performance and progress.	8	5	70	45	45	8
23. Determine student's grades based on related instruction and lab/shop work.	7	4	89	42	33	6
24. Appraise student's output according to industry employment standards.	9	4	82	48	32	6
25. Devise self-evaluation techniques for use by students.	5	7	47	43	62	17
26. Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	10	2	81	48	29	11
27. Evaluate the validity of a test instrument.	12	15	54	42	47	11
28. Evaluate the overall effectiveness of program in terms of course and program objectives.	11	7	48	47	61	7
29. Devise and maintain a filing system for records, report forms, and instructional materials.	16	1	76	35	44	9
30. Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	27	10	62	42	35	5
31. Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	17	5	83	35	28	13
32. Review student's records for information to aid in understanding the students.	11	3	72	48	42	5
33. Assist students in developing self-discipline and confidence.	12	2	60	47	46	14
34. Help students discover personal, educational, and occupational opportunities.	14	5	65	41	47	9
35. Assist students in applying for scholarships or educational loans, or other college admission.	34	3	42	32	47	23
36. Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	22	5	63	46	34	11
37. Maintain relations with employment agencies, union officials, professional and/or service organizations.	30	13	57	25	41	15
38. Develop and coordinate student extra-curricular activities, and professional clubs.	27	12	63	34	39	6

Table 10

Rank Order of 38 Teacher Competency Needs of Cosmetology Instructors and Percentage of Instructors and Administrators Responding More Development Needed or More Development Essential

N = 181

Rank	Item Number	Competency	Percentage
1	2	Develop student performance objectives for the course or program offerings.	47.0
2.5	1	Develop course or program goals and objectives.	46.6
2.5	25	Devise self-evaluation techniques for use by students.	46.6
4	18	Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	40.3
5	35	Assist students in applying for scholarships or education loans or other college admission.	38.7
6	17	Employ reinforcement techniques to facilitate learning.	38.1
7	28	Evaluate the overall effectiveness of program in terms of course and program objectives.	37.6
8	3	Determine student needs, interests, abilities, and capabilities for program completion.	37.0
9	16	Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	36.5
10	4	Develop student performance objectives for one lesson or unit or a series of lessons (units).	33.7
11.5	7	Select teaching techniques for a lesson.	33.1

Table 10--Continued

Rank	Item Number	Competency	Percentage
11.5	33	Assist students in developing self-discipline and confidence.	33.1
13.5	14	Assist students in developing problem-solving skills.	32.0
13.5	27	Evaluate the validity of a test instrument.	32.0
15	13	Coordinate and supervise lab/shop experiences.	31.5
16.5	34	Help students discover personal, educational, and occupational opportunities.	30.9
16.5	37	Maintain relations with employment agencies, union officials, professional and/or service organizations.	30.9
19	6	Select methods of evaluating student performances.	30.4
19	8	Plan student learning experiences (activities) for a lesson.	30.4
19	19	Plan, present, and evaluate a lesson as a member of a teaching team.	30.4
22	20	Present information using bulletin boards, exhibits, flannel boards, chalkboards, flip charts, etc.	29.3
22	22	Establish criteria for measuring student performance and progress.	29.3
22	29	Devise and maintain a filing system for records, report forms, and instructional materials.	29.3
24.5	9	Plan, present, and evaluate a lesson.	28.2
24.5	21	Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	28.2

Table 10--Continued

Rank	Item Number	Competency	Percentage
26	32	Review students' records for information to aid in understanding the students.	26.0
28.5	12	Reproduce instructional materials with a variety of duplicating equipment.	24.9
28.5	15	Assist students in developing appropriate habits.	24.9
28.5	36	Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	24.9
28.5	38	Develop and coordinate student extra-curricular activities, and professional clubs.	24.9
31	10	Select textbooks, reference and other instructional materials.	23.6
32.5	5	Write course outlines for a series of lessons (units).	22.7
32.5	31	Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	22.7
34.5	26	Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	22.1
34.5	30	Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	22.1
36	23	Determine students' grades based on related instruction and lab/shop work.	21.5

Table 10--Continued

Rank	Item Number	Competency	Percentage
37	24	Appraise students' output according to industry employment standards.	21.0
38	11	Select appropriate audio-visual materials for instructional purposes.	18.2

Vocational-Technical Schools

There were 122 respondents from vocational-technical schools. Table 12 represents the frequency of responses in each category for each competency. There were 25 percent or more "not applicable" responses for the competencies shown in Table 11.

Table 11

Not Applicable Responses--Vocational-Technical Schools

Competency Number	% Not Applicable Responses
35	41.0
37	26.2
38	35.2

Table 13 shows the rank order of competency needs of vocational-technical instructors and the percentage of respondents who responded "more development needed" or "more development essential." Twelve competencies were rated by 25 percent or more of the respondents in these two categories.

Although the competencies in Table 11 were marked as not applicable by more than 25 percent of the respondents, two of them (35 and 38) were marked as "more development needed or essential" by more than 25 percent of the respondents, thus leaving less than 40 percent of the respondents marking adequate skills or little development needed.

Table 12

Frequency of Responses of Vocational-Technical Instructors and Administrators

N = 122

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
1. Develop course or program goals and objectives.	5	1	41	40	27	8
2. Develop student performance objectives for the course or program offerings.	2	2	49	35	25	9
3. Determine student needs, interests, abilities, and capabilities for program completion.	2	0	46	42	24	8
4. Develop student performance objectives for one lesson or unit or a series of lessons. (units)	7	2	50	37	23	3
5. Write course outlines for a series of lessons. (units)	7	0	46	40	22	7
6. Select methods of evaluating student performances.	5	0	43	47	22	5
7. Select teaching techniques for a lesson.	4	1	58	28	27	4
8. Plan student learning experiences (activities) for a lesson.	4	2	55	36	21	4
9. Plan, present, and evaluate a lesson.	3	0	55	41	19	4
10. Select textbooks, reference and other instructional materials.	3	0	58	39	20	2
11. Select appropriate audio-visual materials for instructional purposes.	7	0	46	38	26	5
12. Reproduce instructional materials with a variety of duplicating equipment.	9	1	61	28	19	4
13. Coordinate and supervise lab/shop experiences.	15	2	53	33	16	3
14. Assist students in developing problem-solving skills.	7	0	50	42	20	3
15. Assist students in developing appropriate habits.	7	0	55	32	24	4
16. Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	5	0	50	42	20	5
17. Employ reinforcement techniques to facilitate learning.	6	0	49	42	22	3
18. Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	6	1	36	38	29	12
19. Plan, present, and evaluate a lesson as a member of a teaching team.	12	1	36	48	20	5
20. Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	9	1	58	34	18	2
21. Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	10	1	53	27	27	4

Table 12--continued

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
22. Establish criteria for measuring student performance and progress.	2	1	46	51	18	4
23. Determine student's grades based on related instruction and lab/shop work.	10	1	60	36	13	2
24. Appraise student's output according to industry employment standards.	6	1	57	32	22	4
25. Devise self-evaluation techniques for use by students.	7	2	34	37	37	5
26. Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	8	0	59	34	21	0
27. Evaluate the validity of a test instrument.	4	1	45	42	26	4
28. Evaluate the overall effectiveness of program in terms of course and program objectives.	3	3	46	46	21	3
29. Devise and maintain a filing system for records, report forms, and instructional materials.	16	1	37	35	29	4
30. Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	25	3	26	32	28	8
31. Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	21	0	51	32	15	3
32. Review student's records for information to aid in understanding the students.	9	0	40	54	16	3
33. Assist students in developing self-discipline and confidence.	9	0	41	44	24	4
34. Help students discover personal, educational, and occupational opportunities.	9	2	49	40	16	6
35. Assist students in applying for scholarships or educational loans, or other college admission.	50	1	15	24	25	7
36. Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	24	3	39	41	13	2
37. Maintain relations with employment agencies, union officials, professional and/or service organizations.	32	6	25	30	22	7
38. Develop and coordinate student extra-curricular activities, and professional clubs.	43	3	29	15	28	4

Table 13

Rank Order of 38 Teacher Competency Needs of Vocational-Technical Instructors and Percentage of Instructors and Administrators Responding More Development Needed or More Development Essential
N = 122

Rank	Item Number	Competency	Percentage
1	25	Devise self-evaluation techniques for use by students.	34.4
2	18	Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	33.6
3	30	Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	29.5
4	1	Develop course or program goals and objectives.	28.7
5	2	Develop student performance objectives for the course or program offerings.	27.9
6	29	Devise and maintain a filing system for records, report forms and instructional materials.	27.0
8	3	Determine student needs, interests, abilities, and capabilities for program completion.	26.2
8	35	Assist students in applying for scholarships or educational loans or other college admission.	26.2
8	38	Develop and coordinate student extra-curricular activities and professional clubs.	26.2
11	7	Select teaching techniques for a lesson.	25.4
11	11	Select appropriate audio-visual materials for instructional purposes.	25.4

Table 13--Continued

Rank	Item Number	Competency	Percentage
11	21	Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	25.4
13	27	Evaluate the validity of a test instrument.	24.6
14.5	5	Write course outlines for a series of lessons (units).	23.7
14.5	37	Maintain relations with employment agencies, union officials, professional and/or service organizations.	23.7
16.5	15	Assist students in developing appropriate habits.	22.9
16.5	33	Assist students in developing self-discipline and confidence.	22.9
18	6	Select methods of evaluating student performances.	22.1
19.5	4	Develop student performance objectives for one lesson or unit or a series of lessons (units).	21.3
19.5	24	Appraise students' output according to industry employment standards.	21.3
22.5	8	Plan student learning experiences (activities) for a lesson.	20.5
22.5	16	Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	20.5
22.5	17	Employ reinforcement techniques to facilitate learning.	20.5
22.5	19	Plan, present, and evaluate a lesson as a member of a teaching team.	20.5
25	28	Evaluate the overall effectiveness of program in terms of course and program objectives.	19.7

Table 13--Continued

Rank	Item Number	Competency	Percentage
27	9	Plan, present, and evaluate a lesson.	18.9
27	12	Reproduce instructional materials with a variety of duplicating equipment.	18.9
27	14	Assist students in developing problem-solving skills.	18.9
30	10	Select textbooks, reference and other instructional materials.	18.0
30	22	Establish criteria for measuring student performance and progress.	18.0
30	34	Help students discover personal, educational, and occupational opportunities.	18.0
32	26	Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	17.2
33	20	Present information using bulletin boards, exhibits, flannel boards, chalkboards, flip charts, etc.	16.4
34.5	13	Coordinate and supervise lab/shop experiences.	15.6
34.5	32	Review students' records for information to aid in understanding the students.	15.6
36	31	Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	14.8
37.5	23	Determine students' grades based on related instruction and lab/shop work.	12.3

Table 13--Continued

Rank	Item Number	Competency	Percentage
37.5	36	Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	12.3

"Other" Schools

There were 43 respondents from other types of schools. There were 25 percent or more "not applicable" responses for competencies shown in Table 14. Table 15 represents the frequency of responses in each category.

Table 14

Not Applicable Responses--"Other" Schools

Competency Number	% Not Applicable Responses
13	32.6
18	30.2
19	30.2
30	34.9
31	46.5
35	44.2
36	53.5
38	55.8

Table 16 shows the rank order of competency needs of "other" school instructors and the percentage of respondents who responded "more development needed" or "more development essential." Since the N size was relatively small (43), there was not as much difference in the ranking of the competencies. Seven competencies were rated by 25 percent or more of the respondents as "more development needed or essential." One of the competencies (number 18) which fell into the 25 percent range also was seen as not applicable by 30.2 percent of the respondents.

Overall Competency Needs

Competencies which were ranked by 25 percent or more of the respondents across all school types were numbers 18 and 25.

The highest need was shown by cosmetology schools with 25 percent or more of the respondents marking 26 competencies as "more development needed or essential."

Table 15

Frequency of Responses of "Other" Instructors and Administrators

N = 43

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
1. Develop course or program goals and objectives.	6	0	17	12	7	1
2. Develop student performance objectives for the course or program offerings.	3	0	18	14	7	1
3. Determine student needs, interests, abilities, and capabilities for program completion.	2	1	17	15	6	2
4. Develop student performance objectives for one lesson or unit or a series of lessons. (units)	5	0	20	13	5	0
5. Write course outlines for a series of lessons. (units)	8	0	15	13	6	1
6. Select methods of evaluating student performances.	3	2	14	13	11	0
7. Select teaching techniques for a lesson.	3	0	16	9	14	1
8. Plan student learning experiences (activities) for a lesson.	3	0	19	13	7	1
9. Plan, present, and evaluate a lesson.	2	2	21	11	6	1
10. Select textbooks, reference and other instructional materials.	8	1	17	7	9	1
11. Select appropriate audio-visual materials for instructional purposes.	8	0	20	7	7	1
12. Reproduce instructional materials with a variety of duplicating equipment.	8	0	19	6	8	2
13. Coordinate and supervise lab/shop experiences.	14	0	13	12	4	0
14. Assist students in developing problem-solving skills.	2	0	18	17	5	1
15. Assist students in developing appropriate habits.	1	0	20	13	9	0
16. Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	5	0	17	13	7	1
17. Employ reinforcement techniques to facilitate learning.	3	1	18	9	10	2
18. Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	13	0	11	8	10	1
19. Plan, present, and evaluate a lesson as a member of a teaching team.	13	1	11	12	6	0
20. Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	7	1	15	15	6	0
21. Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	8	0	14	11	8	2

Table 15--continued

COMPETENCIES	Not applicable	Not sure or undecided	Have adequate skills	Very little development is needed	More development is needed	More development is essential
22. Establish criteria for measuring student performance and progress.	1	1	20	13	7	1
23. Determine student's grades based on related instruction and lab/shop work.	7	1	23	8	3	1
24. Appraise student's output according to industry employment standards.	5	1	23	8	5	1
25. Devise self-evaluation techniques for use by students.	4	1	16	12	6	4
26. Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	8	0	15	13	6	1
27. Evaluate the validity of a test instrument.	9	1	10	11	10	2
28. Evaluate the overall effectiveness of program in terms of course and program objectives.	3	0	15	15	9	1
29. Devise and maintain a filing system for records, report forms, and instructional materials.	4	1	20	10	7	1
30. Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	15	3	12	11	7	1
31. Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	20	0	13	7	3	0
32. Review student's records for information to aid in understanding the students.	6	0	24	6	5	2
33. Assist students in developing self-discipline and confidence.	1	0	21	12	8	1
34. Help students discover personal, educational, and occupational opportunities.	2	0	18	12	10	1
35. Assist students in applying for scholarships or educational loans, or other college admission.	19	1	6	7	8	2
36. Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	23	2	12	0	4	2
37. Maintain relations with employment agencies, union officials, professional and/or service organizations.	16	2	7	6	9	3
38. Develop and coordinate student extra-curricular activities, and professional clubs.	24	1	5	6	6	1

Table 16

Rank Order of 38 Teacher Competency Needs of "Other" Instructors and Percentage of Instructors and Administrators Responding More Development Needed or More Development Essential

N = 43

Rank	Item Number	Competency	Percentage
1	7	Select teaching techniques for a lesson.	34.9
3	17	Employ reinforcement techniques to facilitate learning.	27.9
3	27	Evaluate the validity of a test instrument.	27.9
3	37	Maintain relations with employment agencies, union officials, professional and/or service organizations.	27.9
6	6	Select methods of evaluating student performances.	25.6
6	18	Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	25.6
6	34	Help students discover personal, educational, and occupational opportunities.	25.6
8.3	10	Select textbooks, reference and other instructional materials.	23.3
8.3	12	Reproduce instructional materials with a variety of duplicating equipment.	23.3
8.3	21	Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	23.3
8.3	25	Devise self-evaluation techniques for use by students.	23.3
8.3	28	Evaluate the overall effectiveness of program in terms of course and program objectives.	23.3

Table 16--Continued

Rank	Item Number	Competency	Percentage
8.3	35	Assist students in applying for scholarships or educational loans or other college admission.	23.3
14	15	Assist students in developing appropriate habits.	20.9
15	33	Assist students in developing self-discipline and confidence.	16.3
20	1	Develop course or program goals and objectives.	18.6
20	2	Develop student performance objectives for the course or program offerings.	18.6
20	3	Determine student needs, interests, abilities, and capabilities for program completion.	18.6
20	8	Plan student learning experiences (activities) for a lesson.	18.6
20	11	Select appropriate audio-visual materials for instructional purposes.	18.6
20	16	Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	18.6
20	22	Establish criteria for measuring student performance and progress.	18.6
20	29	Devise and maintain a filing system for records, report forms, and instructional materials.	18.6
20	30	Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	18.6
26.5	9	Plan, present, and evaluate a lesson.	16.3

Table 16--Continued

Rank	Item Number	Competency	Percentage
26.5	26	Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	16.3
26.5	32	Review students' records for information to aid in understanding the students.	16.3
26.5	38	Develop and coordinate student extra-curricular activities and professional clubs.	16.3
31.5	5	Write course outlines for a series of lessons (units).	14.0
31.5	14	Assist students in developing problem-solving skills.	14.0
31.5	19	Plan, present, and evaluate a lesson as a member of a teaching team.	14.0
31.5	20	Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	14.0
31.5	24	Appraise students' output according to industry employment standards.	14.0
31.5	36	Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	14.0
35	4	Develop student performance objectives for one lesson or unit or a series of lessons (units).	11.6
36.5	13	Coordinate and supervise lab/shop experiences.	9.3
36.5	23	Determine students' grades based on related instruction and lab/shop work.	9.3

Table 16--Continued

Rank	Item Number	Competency	Percentage
38	31	Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	7.0

Instrument Analysis

Factor Analysis

Factor analysis was employed in this section of the questionnaire to identify possible factor structures within the thirty-eight (38) competencies and to identify competencies which did not contribute to explanation of the variation in the data.

A total of three runs with a three factor solution were made to reduce the set of competencies from 38 to 35. An inspection of the final commonality estimates from the first three factor run revealed that competency number 12 was very weakly related to the other competencies and was removed. The second three factor solution was generated and an inspection of the rotated factor loadings revealed that competencies 24 and 29 did not meet the specified minimum factor loading criterion and they were then removed. The third and final three factor solution was generated and it resulted in three group factors instead of the seven which are on the questionnaire. These accounted for 43.1 percent of the variance in the data. A breakdown of the variance accounted for by factor showed that Factor 1 accounted for 18.5 percent, Factor 2 accounted for 6.7 percent, and Factor 3 accounted for 17.9 percent.

Results of the Correlation Test

The T-Test with instructors versus administrators indicated there were no significant differences except on competency 35 concerning helping students apply for scholarships. Results indicated that teachers feel they need more help in this area than administrators.

Reliability of the Instrument

The overall reliability of the responses to the competency items yielded a coefficient of .9695. Reliability of the instructor responses was .9687 and that of the administrators was .9689.

In-Service Activities

The findings for this section of Phase II are quite clear except for questions two and five. There was much agreement in responses to most of the questions pertaining to in-service activities. The question and results are shown in the following discussion and tables. Since more than one answer was possible for these questions and since some respondents did not answer some of the questions, N size varied for each question.

Question 1

What kind of activities would you like best for in-service training?

Table 17

Number of Respondents Who Preferred Each Type Activity

Activity	No. of Respondents
Short Seminars or Workshops	368
Correspondence or Independent Study	85
Semester or Quarter Courses	36
Other	1
TOTAL	490

The overwhelming majority chose short seminars or workshops. The one other suggestion not listed on the questionnaire was that periodic bulletins could be used for in-service training.

Question 2

What would be the best time for in-service activities?

Table 18

Best Time for In-Service Activities

Time	No. of Respondents
Daytime	120
Evenings	120
Weekends	126
Regular Staff Meetings	76
School Break	24
Association or Trade Meeting	81
Other	8
TOTAL	555

Note: More than one choice was appropriate for this question, hence, N size exceeded 448.

No distinct preference was shown for a specific time for in-service activities. School breaks, however, did not appear to be a popular time. Other times suggested were mainly Sundays and Mondays. These suggestions came from cosmetology schools, perhaps because they are closed on Sundays and Mondays.

Question 3

What would be the most convenient location for in-service activities other than your school?

Table 19

Most Convenient Location for In-Service Activities
Other Than at Own School

Location	No. of Respondents
At your area community college	202
At your nearby University or State College	108
At your association or trade meetings	80
Other	32
TOTAL	422

Approximately 47 percent of the respondents chose the area community college as a convenient location. Other suggestions were:

Restaurants
Local Motels or Hotels
Local Hospitals or Clinics
Industries
Civic Buildings
On T.V.

Several wrote in own school even though the question asked for other than own school.

Question 4

Are special incentives important to you if you were to participate in some type of in-service training activities?

Three hundred five (305) or 68 percent of the respondents felt that special incentives were important.

Question 5

If yes in 4 above, what incentives are most attractive to you?

Table 20

Incentives Most Attractive for Participation in In-Service Activities

Incentive	No. of Respondents
College Credit	144
Certification	155
Other	56
TOTAL	355

Other incentives suggested were:

Money
Continuing education credit
Accreditation
Free training
Graduate training
Stipend
Salary increase
Reimbursement for expenses

In addition to incentives suggested, a number of benefits were identified by the respondents. These included:

Improved performance
Learn new innovations and techniques
Aid professional growth
Opportunity to share ideas and talk over problems
Increased self-confidence
Just knowing everything I can
Free training

Although only 68 percent of the respondents said special incentives were important, 79 percent listed incentives attractive to them.

Question 6

From past experience, by which teaching method do you learn best?

Table 21

Teaching Methods by Which Respondents Learn Best

Teaching Method	No. of Respondents
Lecture	26
Discussion	23
Combination Lecture/Discussion	296
Independent Study	37
Personalized, Individualized, and Programmed	43
Other	13
TOTAL	438

The overwhelming majority (67.5 percent) chose combination lecture/discussion as being the teaching method by which they learned best. Other suggestions were:

Demonstration and workshop
Multi-media and student response gadget
Workshop where students participate
Audio-visual
Hands-on work experience

Question 7

What would be the biggest obstacle to your taking part in an in-service education program?

Table 22

Biggest Obstacle to In-Service Training

Obstacle	No. of Respondents
No Need	18
No Time	220
No Knowledge	43
No Incentive	8
No Interest	3
Cannot Afford	70
Other	43
TOTAL	405

Fifty-four percent of the respondents selected "no time" as the biggest obstacle to in-service training. Some cited family obligations in addition to teaching as requiring most of their time. Other obstacles given were:

Location and distance
Lack of motivation
Not enough confidence in self because don't have
   college education
Already going to school
Felt person teaching courses would not be qualified
No released time from teaching duties
Time of offering
Weather conditions

Nineteen stated that there were no obstacles if they really wanted to do it.

CONCLUSIONS

The findings of the study support the original assumption that a model for delivery of in-service training programs for proprietary school instructors in Illinois is needed. However, not all school types seem to need an in-service program as much as do some.

According to the results of this study, cosmetology schools showed little need for in-service training programs. Vocational-technical instructors showed some need with 25 percent or more of the respondents from these schools expressing need for more development in 26 out of the 38 competencies on the assessment survey instrument.

Business Schools and "Other" Schools showed little need for in-service training programs. Vocational-technical instructors showed some need with 25 percent or more of the respondents from these schools reporting more development needed in 12 of the 38 competency areas.

A high percentage (56.8%) of instructors for all school types had less than five years of teaching experience with cosmetology instructors having the highest percentage (18.4%) with less than one year of experience. Vocational-technical instructors reported the highest percentage (12.0%) of instructors with 20 years or more teaching experience.

There seemed to be some correlation between years of education and needs. Instructors in business schools and "other" schools reported the highest percentage of teachers with 16 years or more of education (Business 75% and Other 61.5%), while only 5.8 percent of the cosmetology instructors had this many years of education.

Those school types reporting the least need for staff development also chose as "not applicable" the highest number of competencies. The competencies they both chose as not applicable were:

13. Coordinate and supervise lab/shop experiences
19. Plan, present and evaluate a lesson as a member of a teaching team
30. Determine OSHA requirements
31. Arrange lab/shop work areas
35. Assist students in applying for scholarships, etc.
38. Develop and coordinate extra-curricular activities.

It could be that these types of schools do not consider their programs as having lab/shop and they also may not use the team teaching approach. They may see their role as strictly training for a specific skill and, therefore, may not consider extra-curricular activities as important.

However, OSHA requirements are applicable to all business enterprises and, therefore, it is surprising that 47 percent of the business school instructors and 34 percent of the "other" school instructors chose this particular competency as "not applicable."

Competency number 35, helping students apply for financial aid, was seen as "not applicable" by 25 percent or more of the respondents of vocational-technical, business and "other" school instructors. Since many forms of financial aid have only recently become available in many training programs, it could be that instructors are not aware of their availability. On the other hand, they may simply not see it as their role to help students in this area.

As far as in-service activities, the majority (82%) of the respondents prefer short seminars or workshops. The area community college was the first choice of place for these activities with a nearby college or university as second choice.

Special incentives were important to most respondents with college credit and certification ranking about equal in importance. The teaching method preferred by 66% of the respondents was a combination lecture/discussion and the biggest obstacle to participation in an in-service program was lack of time.

RECOMMENDATIONS

The following recommendations resulted from this study:

1. There is a need to develop a means of dissemination of in-service training materials to proprietary schools. One suggestion is to encourage the Illinois Office of Education to enter into an agreement with Illinois Associations of Accredited Proprietary Schools to provide budgeting and staff for in-service training programs.

2. Further studies are needed in order to determine:

   (a) Why certain competencies are considered "not applicable" by a significant number of instructors?

   (b) What incentives might be needed to attract and keep qualified instructors for a longer period of time?

   (c) To what extent are the proprietary schools in the state meeting the needs of the public for postsecondary vocational programs?

   (d) Should certification of proprietary instructors be a requirement?

3. More recognition by the State should be given to the role that proprietary schools play in providing postsecondary vocational training.

   (a) A review of public financial support to resident proprietary schools should be made.

   (b) Are financial aids being utilized by students in proprietary schools to the extent for which they are intended and if not, why not?

4. A nationwide study of this type could aid in developing and providing in-service training programs in other states.

IN-SERVICE PERFORMANCE-BASED TEACHER EDUCATION MODEL FOR PROPRIETARY SCHOOL PERSONNEL

Introduction

Description of Professional Development Setting

The in-service competency-based teacher education model has been identified and adapted for use by proprietary school instructors in Illinois. This plan was developed by the Department of Vocational Education Studies at Southern Illinois University through a project funded by the United States Office of Education. The model utilizes the PBTE Modules developed by The Center for Vocational Education at The Ohio State University. These may be purchased from the American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602.

In developing a model of delivery for in-service performance-based teacher education for proprietary school teachers, it is important to determine the goals of the school type in which the teachers teach since the schools differ from one another according to the type of vocational skills being taught, philosophy of the administrators, and the overall goals of their training programs.

Proprietary schools differ from public schools in three main areas. First, the course length in proprietary schools is relatively short, usually between four months to one year. Second, courses usually concentrate on specific job skills; and third, many proprietary schools aid their students in obtaining jobs.

Presented here is only one model for the delivery of in-service programs for proprietary school instructors. Following the presentation of this model are additional suggested models which were developed by others for use in the public sector but may be adapted for use in proprietary schools. The idea in developing any model is to keep the plan flexible enough to meet individual needs and preferences.

It is recognized that changes are taking place in the proprietary sector of education as well as the public sector; therefore, the plan has been developed to take into consideration that more requirements may be demanded of proprietary instructors as the schools attempt to add more professionalism and/or to upgrade their programs of instruction, and as certification of instructors of proprietary schools becomes a more prominent issue.

Rationale for Approach Selected

Instructors in the proprietary schools are hired, retained and promoted on their occupational experiences and their ability to keep abreast of changes in their fields to provide their students with the most up-to-date techniques in their specializations.

They are hired on the basis of practical experience or achievement rather than on completion of conventional academic programs. They are often handicapped by lack of training in the art and science of teaching--a skill separate from trade and technical skills. Often they are handicapped by lack of understanding of students' disadvantages caused by exterior influences.

Because of the identified characteristics of proprietary teaching personnel, and based on the findings in the literature regarding variance in educational degrees of the proprietary instructors and the variance in the courses taught, there appears to be a need to focus upon the assessment of the instructional development of teaching personnel in proprietary schools and to identify areas to meet these instructional needs.

It is the assumption that if teachers are made aware of competencies needed in the areas of planning, delivery, evaluation, management, and guidance, they will seek training in the needed skills. Training should then result in application leading to better courses, better programs, better trained students and thereby, better placement of the students on the job.

It was decided that, due to the range of needs of proprietary school instructors and the scattered locations of the schools, the best approach to in-service training might be a transportable model for delivery. This model was developed utilizing a series of 100 performance-based teacher education (PBTE) modules developed by The Center for Vocational Education at Ohio State University. The modules focus upon specific professional competencies of vocational teachers.

The competencies on which these modules are based were identified and verified through research as being important to successful vocational teaching and may be applied to any occupational area. This list can be utilized in developing a needs assessment by proprietary school administrators. Each module integrates theory and application and allows for assessment of teacher performance of the specified competency. (Appendix G provides a list of the titles of the 100 PBTE modules).

Planning Stage

Needs Assessment

An assessment of needs is an important first step in planning an in-service teacher education program. In developing this plan, a needs assessment instrument was designed following the task analysis procedure. The Cotrell (1972) and Appelgate (1972) lists of competencies were modified to fit the needs of proprietary school instructors. The priority areas were taken from listed needs identified by members of an advisory committee who represented all types of proprietary schools involved.

The self assessment instrument was pre-assessed and validated at a school selected by advisory committee members and then utilized in a state-wide survey of proprietary school teachers and administrators.

The instrument is included in Appendix I of this report. It can be used by individual schools or groups of cooperating schools for their own needs assessment, or an instrument to fit specific school needs can be developed utilizing the list of competencies in Appendix G.

Program Design

The PBTE modules from Ohio State were selected for use in a field test of this plan, however, other modules which could be adapted for use are the Pre-service Occupational Program (POP Kits, 1976) produced by the Department of Adult, Vocational and Technical Education, Illinois Office of Education or The Self-Instructional Modules prepared by The Center for Career Development and Occupational Preparation at Texas A & M University (Lorenzen and Thomas, 1976).

The materials included in The Ohio Plan--one hundred modules, supporting materials - overview, slide/audiotape, role of resource person, and vocational teacher profile pads--can be purchased by the office developing the in-service program. There are a number of ways in which these materials may be utilized. They can be housed and managed in a central location for use by a number of cooperating schools, or a local community college or university might enter into a cooperative agreement whereby they would supply a resource person and other facilities for in-service training. The program can also be field based at the individual school with the staff development director of the school or the school administrator as the resource person. Trade or professional associations might also hire resource persons who would be responsible for maintaining materials and conducting workshops or seminars. These can be held at the school or a convenient meeting place.

The modules are designed so that the program of instruction may be individualized according to each instructor's needs. Other materials may be selected or suggested by the resource person according to needs. Instructors may work individually or in groups.

The resource person must be well trained in the delivery of the materials and should be somewhat knowledgeable concerning the skill area in which the instructor is teaching. The resource person should also have an awareness of the types of students with which the instructors are working.

Learning Management System

The resource person should work with instructors individually to help them design a program based on their identified needs and select the modules and other appropriate materials which will aid in developing needed competencies.

The recordkeeping system should be the responsibility of the resource person and each instructor should have a folder with a copy of his/her individualized program along with a progress sheet. As each module is completed, it may be recorded by number, title, date of evaluation, and other pertinent information.

The instructor should meet with the resource person at regularly scheduled intervals. Based on actual performance of the specified competency, the instructor may be evaluated and given a grade of complete or incomplete. The incomplete grade will constitute additional activities to be performed until a complete is obtained. No letter grades would be assigned. Cognitive understandings may be assessed by a discussion type of meeting with the resource person.

Incentives for participation in the in-service program could include an increase in pay, college credit leading to certification, or self-satisfaction through professional growth and development.

Implementation Considerations

To implement the plan for delivery of the competency-based teacher education program for all schools in the state, an in-service workshop could be developed. A central location in the state will make it feasible for a reasonable number of proprietary school staff to attend. Announcement of the workshop should be made to all of the proprietary schools in the state. If a large number of participants are anticipated, several workshops throughout the state could be held so knowledge of the program may begin to be disseminated.

Proprietary school personnel may be oriented to the program by means of handouts along with a slide/tape presentation explaining the operation of the program, and also by working through a module. Evaluation of the program and materials can be accomplished following this workshop.

A special orientation, in addition to the workshop, should be conducted for the resource persons. They may view the slide/tape presentation and work through the resource guide and implementation guide.

Program Evaluation and Cost

Program success or failure can be measured by instructor reaction and response. It can also be assessed on the number of completors. Instructors can evaluate the modules and the program by filling out a form designed for that purpose. The school administrators, resource person, and instructors will be responsible for overall program evaluation.

Program Costs

The program costs may include:

1. the development and printing of a needs assessment instrument.
2. cost of modules - may be determined by writing to AAVIM, 120 Engineering Center, Athens, Georgia 30602.
3. operational costs - including resource person.
4. additional facilities if required.
5. audio/visual equipment or other start-up costs.

If the in-service program is provided through contracting with a local community college, the contract costs could constitute the total cost of the program. This would depend on the incentives provided to teachers participating in the program.

Field Testing of Proposed In-Service Performance-Based Teacher Education Model

Selection of Field Testing Sites

This proposed model was field tested at two proprietary schools in the Chicago area. The two schools were identified by analyzing responses given on the needs assessment survey described previously in this report.

The schools with the faculty and administration responding most frequently with the responses "More development is essential" or "More development is needed" were selected for the field testing sites. One school was a business school, and the other was a vocational-technical school.

Field Testing Procedures

Administrators at the two schools were asked to identify faculty members who were willing to participate in the field testing of the in-service education modules, and a date was set at which time the in-service activities were to be performed.

Appropriate PBTE modules were identified for use as the in-service activities. These modules were selected after another analysis was made of the responses by faculty and administration from the two schools on the needs assessment survey.

On the identified date of the field testing, the project directors met with the administrator and the faculty who had agreed to participate in each school--one in the morning and one in the afternoon. At this meeting, the purpose of the field testing was explained and procedures were identified. Proper orientation to the in-service modules according to "The Resource Person Guide" published by The Ohio State Center for Vocational Education was given.

Each faculty member was asked to identify one module that he/she wished to complete as the in-service activity. They were made aware that the modules available from which they made their selection were initially selected by project staff based on faculty and administrator responses on the needs assessment survey for that school. It was also explained that the modules were developed for use in public schools; therefore, they may have difficulty with certain terminology that may be different for proprietary institutions. They were encouraged to ask questions immediately if they were uncertain about any of the directions or activities.

A different module was selected by each of the ten participating faculty members. These modules were completed:

B-3	Develop a Unit of Instruction
B-4	Develop a Lesson Plan.
C-14	Provide Instruction for Slower and More Capable Learners
C-16	Demonstrate a Manipulative Skill
C-18	Individualize Instruction
C-24	Present Information with Filmstrips and Slides
C-29	Present Information with the Chalkboard and Flip Chart
D-1	Establish Student Performance Criteria
D-6	Evaluate Your Instructional Effectiveness
E-9	Manage the Vocational Laboratory

Each participant was encouraged to take as much time as needed to complete the module. They were also encouraged to discuss any issues with the project director.

As the faculty members completed the in-service education module, they were asked to complete a form evaluating the materials. Each faculty member was then reimbursed through project funds for the time spent in completing the module.

Faculty Evaluation of In-Service Modules

A copy of the form used to evaluate the materials used in the field testing appears in Appendix G, with a tabulation of responses to each question.

Analysis of the responses indicates all of the field testing participants were highly positive in their evaluation of the materials.

These unsolicited comments were made by five of the participants:

> "The module B-4 was written at a sixth grade level. Also, by trying to stress key points, the main objective was lost. Bring the interest up with more impact reading material. This is a very good module, and from my standpoint, I did learn a lot from it."

> "The instructional material was very informative. I would like to see it expanded and developed more comprehensively, rather than in such a short outline form."

> "I feel that some people without a college background might have a problem with the text because of the vocabulary, i.e., hard to understand because of the terminology and vocabulary."

> "Because of the specialization of instruction in certain subject areas (such as accounting), this type of material would be especially helpful in improvement of instruction in proprietary schools."

> "I liked the way the material was presented (overview, objective, activity, feedback). It made me stop and think."

Conclusions and Recommendations

The positive evaluation of the modules used in the proposed model for in-service teacher education of proprietary school instructors suggests this to be a viable method for in-service education.

These recommendations are given:

1. Additional research should be conducted utilizing a larger number of field testing sites of proprietary schools so that a larger number of modules may be evaluated.

2. Additional research should be conducted whereby a selected individual within the school, after proper training, conducts the field testing of the modules.

3. Research should be conducted on how the modules might be modified to address the proprietary school instructor more directly.

Other Models for Delivery of In-Service Programs

Models for the delivery of in-service PBTE training programs for vocational teachers in the public sector have been developed by a number of universities. Some of these models could be adapted for use in the proprietary sector. A few are presented here as alternatives to the model developed by the Department of Vocational Education Studies at Southern Illinois University through the USOE Proprietary Education Project.

Southeast Community College
Lincoln Campus, Lincoln, Nebraska

The Nebraska State Plan for Vocational Certification specifies the requirements for approval of vocational education instructors. Nine semester hours of professional education courses are the required minimum for postsecondary instructors coming from business, industry, or an institution. The following must be included in the course of instruction:

1. Development of philosophy concerning vocational education program planning.
2. Curriculum development and evaluation.
3. Teaching strategies for curriculum delivery.

There are three options for completing the nine semester hours.

Option 1 - Nine semester hours of course work may be completed at any accredited college or university within a three year-period.

Option 2 - A series of modules which establishe teaching competencies may be completed at any accredited college or university in the State of Nebraska within a three-year period.

Option 3 - A combination of nine semester hours consisting of course work and modules may be completed at any accredited college or university in the State of Nebraska within a three-year period.

Procedure

The new staff member is given a Vocational Certification Procedure Handbook which sets forth the requirements for certification. After reading the handbook, the instructor meets with the department chairperson and the coordinator of instruction to complete necessary forms which will be analyzed to determine recommendations for credits to be taken including course work and competency modules. The modules used are those developed

Illinois State University
Normal, Illinois

Illinois State University has developed two self-paced in-service training programs. One is a pre-service program for secondary teachers utilizing Professional Education Sequence (PES) Modules and the other is a Pre-Service Occupational Program (POP) for pre-service vocational teachers. These programs are described in the following.

Professional Education Sequence (PES)

The teacher role is analyzed in terms of specified competencies which are written in behavioral terms and then specified as objectives with explicit assessment possibilities. The program utilizes modules developed from competencies using a systems approach based on Kiblers General Model of Instruction.

Each student is given a PES packet which is structured as follows:

1. Rationale of program
2. Behavioral objective
3. Preassessment
4. Concepts and Questions to be answered
5. Required Learning Activities
6. Optional Learning Activities
7. Evaluation (Demonstration of Skills)

Students plan portions of their own learning sequence with each PES package weighted by merit according to the approximate number of class hours needed. Seventy percent of the merits are required packages which provide all competencies needed by a pre-service teacher. Thirty percent of the merits are elective packages.

Work is self-paced and self-directed. No grades or credits are given until the student proves competency. Evaluation devices are criterion referenced. Students can select an advisor for one-to-one planning but can also go to an area expert for specialized help when needed. In addition, a series of seminars with five to ten participants is held to cover higher order skills.

Pre-Service Occupational Program (POP)

This program started by identifying competencies which were needed by students utilizing the Cotrell list of competencies. Two thousand competencies were sorted into 11 conceptualized areas and then translated into 62 performance elements. POP Kits or modules were developed for 28 competencies. After pilot tests and revisions, ten more kits were developed.

The kits are mostly self-contained and are designed for use under the direction of a professional educator. Each kit contains: (1) Rationale explaining why it is important, (2) Performance Objectives, (3) Preassessment, (4) Learning Activities (with a minimum of three learning modes), and (5) Evaluation Techniques.

POP Kits are available on loan from the East Central Curriculum Management Center, Illinois Office of Education, Adult, Vocational and Technical Education, 100 North First Street, Springfield, Illinois 62777.

A POP Instructional Model (PIM) and an Implementation Model have been developed to aid in the delivery of in-service training programs and information on these may be obtained from the above address.

Temple University at Philadelphia
Philadelphia, Pennsylvania

The program at Temple University is designed for in-service training of vocational teachers without previous vocational teacher training. The program is referred to as VITAL (Vocational Intern Teaching Applied Learning).

The Temple program uses the PBTE Modules developed at The Center for Vocational Education at Columbus, Ohio.

The program operates in the following manner:

1. A resource person and the student determine the student's needs and select modules accordingly.
2. The student completes the module in part or in total according to his/her personal needs.
3. When the student believes that the stated criteria for performance can be met, the final learning experience is attempted and self-evaluation is performed.
4. When self-evaluation indicates successful performance, evidence of this is presented to a resource person.
5. The student and resource person confer to determine if the evidence (which may be videotape of the presentation or written evidence) indicates adequate performance.
6. When evidence of the student's overall teaching competency has been accumulated, it is presented to the Council of Educators for a decision regarding provisional certification.

by The Center for Vocational Studies at Ohio State University. The assessment will indicate the time in which work is to be completed. The coordinator of instruction will be responsible for completing necessary forms to be sent to the State Department of Vocational Education and for maintaining a personnel file for the staff member.

The staff member will be responsible for making an appointment with any accredited college or university in the State and begin the courses or modules according to the agreed upon time schedule. The coordinator of instruction will serve as the resource person to assist staff in their course and module work and may be contacted at any time for assistance.

Following are the educational requirements for vocational certification:

A. To be completed by the end of the first year of employment.

   1. Complete ten of the identified required modules from the Competency-Based Teacher Education program.

   2. Complete five of the identified optional modules from the CBTE program. The choice of the optional modules is to be determined by the new employee, their department chairperson, and the coordinator of instruction.

B. To be completed by the end of the second year of employment

   1. Complete a minimum of three credit hours at any accredited university or college which has certified that the credit hours are applicable for vocational certification.

C. To be completed by the end of the third year of employment.

   Option 1 - Complete a minimum of three credit hours at any accredited university or college which has certified that the credit hours are applicable for vocational certification.

   Option 2 - Complete a minimum of three credit hours or 15 modules, or any combination of courses and modules totaling three credit hours at any accredited university or college. The course taken under Option 1 or Option 2 may duplicate work done by the instructor using modules, but will be a more in-depth study. The courses or modules must include content from: Program Planning; Curriculum and Curriculum Development; Evaluation; Teaching Strategies; Teaching Methodologies; and Curriculum Delivery.

A computerized management information system (VITAL-MIS) has been developed to aid the resource persons and the program coordinator in managing the data needed for each student. An up-to-date description of the personal and demographic characteristics of all students and staff members serving them is stored in memory. The information is provided to staff members through reports at specific intervals which guide the staff's activity in serving students.

Additional information on this program may be found by reading: Adamsky, Richard, and Calvin C. Cotrell. "Program VITAL: A Futuristic Inservice Model for Vocational Teacher Education." Journal of Industrial Teacher Education. 12 (Summer 1975): 39-46.

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PHASE III

COOPERATIVE CONTRACTUAL AGREEMENTS AMONG PUBLIC COMMUNITY COLLEGES AND PROPRIETARY SCHOOLS

INTRODUCTION
to
PHASE III

The purpose of Phase III was to report on the nature of cooperative contractual agreements among Illinois public community colleges and proprietary schools. Specific objectives were to complete a comparative cost analysis of selected contracted programs currently conducted among proprietary schools and community colleges. In addition, a model agreement format and an administrative handbook were to be developed. These two items would encourage public education agencies, community colleges, and proprietary schools to organize cooperative contractual arrangements.

The data was collected from a survey instrument administered by telephone and personal interview with selected community college and proprietary school administrators currently providing instructional services via contractual arrangements.

BACKGROUND
for
PHASE III

Introduction

Societal changes and new demands upon educational systems in the 1970's required educators to consider and develop new methods of restructuring aspects of the educational enterprise to provide more effective and efficient instructional programming. Many forces provided impetus for changes, but the problem remained--how best to organize socially responsive, high quality education in a technologically-oriented society. One viable alternative is inter-institutional cooperation. This study focused on cooperative contractual agreements among Illinois public community colleges and proprietary schools as a means for efficient and effective instructional delivery.

It is universally recognized that the limits of growth are finite and the age of educational autonomy has been replaced by the age of coordinated planning. State-wide education coordination has become a way of life in most states. The roles they play in avoiding unhealthy institutional competition, costly duplication of services, and needless capital expansion have become paramount.

Toffler (1975) compared mystery novels to football games. He stated that both satisfy the human need for stylized conventions and a ritualized structure from which winners and losers emerge in a neat finality. Each imposes a degree of rationality on something that is essentially irrational. Leaders involved in the field of post-secondary education often seek predictable organizations, manageable structures, rational processes, and winners. Such honest intentions authenticate the humanness of such leaders, yet often accomplish little and make the system less rational.

Economist Hazel Henderson suggested many of our societal systems, such as postsecondary education, are a labyrinth of units and variables that become increasingly difficult to model. "Any system," she contended, "that cannot be modeled cannot be managed" (Toffler, 1975, p. 31). Mann (1975) not only made a case for bringing more rationality into the problematic area of educational policy development, but he also called for definition of policy problems. He suggested that considerations needed to be given to public expectations, the consequentiality of policy decisions, societal uncertainty, as well as system complexity.

Major studies of American Higher Education unanimously called for greater diversity and flexibility in society's provision of educational opportunity. Elliot L. Richardson, former Secretary of Health, Education, and Welfare, wrote:

> While we need much more diverse educational offerings, some administrative conveniences could be more uniform . . . . New ways of offering education should be devised that do not require further expansion of facilities . . . . Growth was the theme in higher education during the 1950's and 1960's. In the 1970's and beyond, the theme should be flexibility and diversity (Eisenberg, 1973, pp. 100,297).

The Newman Report (1971) spoke to the matter of flexibility and diversity by suggesting that "it is for a different approach to making higher education more available and more stimulating for students." Over the years, there has been a growing recognition of the need for easier availability of educational opportunity. "What is needed is not just gradual extension and expansion of the present form of continuing education, but new structural approaches in parallel" (pp. 68-69).

The Carnegie Commission of Higher Education (1971) encouraged improvements in the approach, context, and structure of postsecondary education to make the post high school experience more advantageous to many individuals and more useful to society. In their *Less Time, More Options*, the Carnegie Commission proposed modifications in the structure of postsecondary education in the following directions:

1. *To provide more options*. They favored more opportunities in lieu of formal college and more stages at which college-going students can change direction, stop out to obtain a non-college experience and drop out with formal recognition for work accomplished.

2. *To make educational opportunities more available to more people* including women, employed persons, older people, and people from the lower income levels (Carnegie Commission, 1971, p. 11).

The Carnegie Commission delineated the following recommendations:

1. That the expansion of postsecondary educational opportunities be encouraged outside the formal college in apprenticeship programs, proprietary schools, in-service training in industry, and in military programs; that appropriate educational credit be given for the training

> received; and that participants be eligible . . . for state assistance available to students in formal colleges.
>
> 2. That professions, wherever possible, create alternative routes of entry rather than full-time college attendance, and reduce the number of narrow, one-level professions which do not afford opportunities for advancement.
>
> 3. That alternative avenues by which students can earn degrees or complete a major portion of their work for a degree be expanded to increase accessibility of higher education for those to whom it is now unavailable because of work schedule, geographic location, or responsibilities in the home (pp. 13-14; 20).

Further, the Carnegie Commission (1971) charged state educational agencies with the responsibility of utilizing all postsecondary education and not just formal colleges as part of their planning process. Accrediting agencies were responsible for recognizing that reforms in postsecondary education require new and different standards for accreditation of institutions and programs.

Lenning (1974), in reviewing the work of Hodgkinson, and The Newman Task Force, wrote:

> The needs of many diverse groups of students are not being adequately met in our colleges and universities. Far greater diversity exists among our students than among our approaches to students.
>
> We need to reevaluate all of the goals and benefits of different institutions and programs and try to reverse the trend toward homogeneity that has marked our system of higher education during the last two decades of greatly increasing diversity among students (p. 3).

In the sixteenth century, Machiavelli wrote that new structures should be created only when existing structures lack the capacity to produce the same results. Clearly, twentieth century postsecondary institutions within a locality still tend to "go it alone." Each has operated as if it were unaware of other institutions in the area (Martorama and Kuhns, 1977, p. 54).

In 1906, Nicholas Murray Butler, an early proponent of interinstitutional cooperation in education, may have been a harbinger for current educational thought. He wrote:

> This policy (of interinstitutional cooperation) is economical financially, and it is economical educationally. In all respects it illustrates what may be called sound educational ethics (Ertell, 1957, p. 118).

Johnson (1967) suggested that "we have entered a reverse historical phase which seems to embrace interinstitutional coordination and cooperation as a necessary step for completeness--sometimes more to profess than to perform, but still, somehow, the logical thing to do." In speaking on the topic of general consortia in higher education, Johnson did not expect in his lifetime to witness more than a few significantly new educational phenomena. One of these was the "compensatory reaction" to our long history of overproliferation of autonomous colleges and universities. "Today we have built connecting links that heretofore were unthinkable in earlier years" (p. 341).

Proprietary Schools

Contemporary legislation combined with a sustained interest in maximizing the use of limited public resources has promoted proprietary education into an important position within the postsecondary vocational education complex of the United States. Proprietary vocational schools predated the development of tax-supported vocational education. However, the general public and public educational interests have seldom understood and less often accepted the role and mission such institutions play in providing vocational preparation for society.

Proprietary education has been most often described as for profit, resident, home study, or extension course work providing instruction which is primarily vocational. It has largely been classed as postsecondary because of its purposes and its clientele who are usually beyond secondary school age. However, because of the relative exclusion of proprietary education from education's policy, research, and development mainstream, little has actually been known about the nature of proprietary institutions, their function, or their relationship to public interests for postsecondary vocational education.

From within the rather heterogeneous grouping of institutions which comprise the proprietary education industry have come stories ranging from scandal to exemplary service. Estimates of enrollment growth in proprietaries exceeded those for public postsecondary vocational education. Proprietaries had developed strategies which not only enabled them to make a profit, but also made them successful in serving the vocational interests of individuals and society. These strategies, as well as the resources available within the proprietary sector, constituted a relatively untapped potential for publicly supported postsecondary vocational education interests.

Selected research findings indicated that proprietary education has been serving adults, minorities, inner-city populations, and disadvantaged individuals at rates which exceed such service by public postsecondary vocational education. One possible explanation for this service to the otherwise less-employable was proprietary education's concentrated vocational emphasis. Instruction in proprietary schools is closely aligned to labor market demands and their programs are often characterized as short in duration and focused almost exclusively on developing skills which promote employability.

Studies by Wilms (1973), Katz (1973), and others have recognized the important and beneficial impact that proprietary education has had upon individuals, as well as upon society. The Carnegie Commission (1973) report cited the need for improved accountability and manpower education and suggested that proprietary schools perform well in this respect as single-purpose, human-capital creating institutions.

Federal and, to a lesser extent, state legislation has also begun to recognize proprietary education as a useful alternative within the new definition of postsecondary education. Most notable for its recognition of proprietary education was Public Law 92-318, the Educational Amendments of 1972. The law provided both conceptual and legal support for proprietary education. Subsequent appropriations gave a significant boost to the idea of extending financing directly to students and, hence, encouraging consumer choice (U.S. Congress, 1972).

Additional support also came to proprietary education through other legislative avenues such as the Comprehensive Employment and Training Act (CETA), the revised Student Assistance Provisions of the Higher Education Act of 1965, and the 1202 Commissions' charge to states by the federal government. Legislation which renewed the 1968 amendments to the Vocational Education Act of 1963 defined some of the proprietary school offerings as being eligible for support through state plans for vocational and technical education.

Much of the legislative support for proprietary vocational institutions has not been realized. Legislative ambiguity, the low-status characterization of proprietary education, and the public postsecondary lobby have interacted to limit the active role of such institutions in the postsecondary vocational education effort of most states.

Efforts to restrict public support to proprietary education have been accompanied by calls to ensure quality and preserve the public education system. However, there has been irony in this approach to public policy development. Public education, like other public-sector activities, developed historically as a means to ensure more widespread access and service which could not be adequately supported through private enterprise. As public support to education was extended to include adults and to serve specialized vocational interests, proprietary institutions faced publicly supported competition. Students whose educational interests might be better served by proprietary offerings have been denied access to funds. Restrictions placed upon student aid and financial assistance allow students to attend public vocational programs, but not proprietary ones. While this restriction has been less evident in the area of veterans' benefits and federally supported

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student work programs, the impact of not being allowed to participate in state-funded scholarship programs for postsecondary education has been substantial. The Illinois Federation of Independent Private Schools has estimated that during 1973 more than 9,600 potential students applied to proprietary schools in Illinois, but lacked funds for tuition (Katz, 1973).

The comparative service offered by proprietaries and community colleges to minorities, adults, and the disadvantaged is a critical issue. A recent study of students attending Illinois resident proprietary schools (Juhlin, 1976) found that 53 percent identified themselves as white, while 88 percent of those attending community colleges were reported as white. Thirty-seven percent of the proprietary school students identified themselves as minority students. With respect to age, 26 percent of those attending proprietary schools were under the age of 21 and 89 percent of those attending community colleges were under 21 years of age. Twenty-eight percent of the students attending proprietary schools were over 30 years of age.

These impressive data on proprietary education's service to minorities and adults further emphasized the importance of recent recommendations by the State Advisory Council for Vocational Education and the Illinois Board of Higher Education. In the Annual Evaluation Report FY - 74, the Council recommended that:

> The State Board of Vocational Education together with the State Board of Higher Education place continued emphasis on defining and implementing mutually supportive and non-duplicative roles between postsecondary institutions, area vocational centers, comprehensive high schools, and proprietary schools (p. 7).

Illinois Educational Master Plans

The Illinois Board of Higher Education published A Master Plan for Higher Education in Illinois - Phase III (December, 1971). The Master Plan had as its subtitle, "An Integrated State System." The Plan began with a reference to impending crisis:

> Today, after the first two master plan phases, higher education is confronted by an array of demands and constraints that signal the great need to utilize more effectively all existing resources available to the people of this State (p. 3).

Listed in an enumeration of critical factors demanding urgent resolution were the following:

1. The growing realization that financial resources, state and federal, will be limited in the 1970's.
2. The fact that 1980 marks an enrollment peak in a curve that by 1986 will have dipped to 1976 levels.
3. The almost universal financial and enrollment shortage of private colleges and universities.
4. The duplication of effort and programs among all institutions (p. 3).

Master Plan - Phase III (1971) recommended the following:

1. Develop recommendations to establish an integrated system of higher education, one state-wide network calling upon and utilizing to the fullest extent possible, the resources of public and private colleges and universities.
2. Develop recommendations to establish a plan for collective, collaborative utilization of resources and consortia.
3. Establish a task force to study and, to the fullest extent possible, recommend implementation of a collegiate common market to facilitate the sharing among institutions of programs, facilities, and staff, with maximum ease of transferability throughout the system.
4. Reaffirm the Illinois Community College Act of 1965 (pp. 8-9).

Section 103-40 of the 1965 Illinois Community College Act specifically empowered the local Board of Trustees of community colleges the authority to ". . . enter into contracts with any person, organization, association, or governmental agency for providing or securing educational services" (IOE, 1974, p. 260).

Further, Phase III of the Master Plan took into full account, among other factors, the capacity of the proprietary sector to assist the public postsecondary sector in implementing a "Collegiate Common Market." The operating philosophy of the common-market concept was intended to provide qualified students with programs and services without duplicating facilities, equipment, or personnel. Institutional administrators were to assume a responsibility for promoting educational programs and services among the citizenry--finding ways to facilitate admission, counseling, program planning and evaluating programs which meet the needs and goals of individuals enrolling at the community college (Bender, 1977, p. 48).

The Collegiate Common-Market Task Force (1973) addressed itself to the following question to make recommendations to (at the time) Office of the Superintendent of Public Instruction (OSPI) Bakalis:

> Can the proprietary institutions in Illinois be used in cooperative programs with secondary schools and community colleges to reduce the cost of vocational education and/or increase the delivery system for vocational and career education? (p. 7).

They pointed out, however, that:

> 1. There was a general lack of information and/or hesitancy on the part of public institutions to initiate cooperative arrangements.
>
> 2. No state agency can require secondary school and community colleges to participate in cooperative programs under the present governance structure, funding patterns, rules and regulations of OSPI, Department of Adult, Vocational and Technical Education, Illinois Community College Board, and Illinois Board of Higher Education (pp. 7-9).

Therefore, at the time, authority was limited only to encouraging voluntary contractual arrangements. The Task Force recommended that mechanisms through which direct access between the proprietary and public sector can achieve results be implemented (IBHE, May 7, 1974).

In 1974 the Illinois Board of Higher Education, after much discussion and interpretation, conditionally approved two cooperative contractual agreements between Illinois community colleges and proprietary schools (e.g., Black Hawk College - barbering, and Danville - cosmetology programs). This approval signaled that the idea of cooperative contractual arrangements with proprietary schools was worthwhile and within the context of Master Plan - Phase III (IBHE, September 10, 1974).

Master Plan - Phase IV for Postsecondary Education in Illinois developed by the staff of the Board of Higher Education in October of 1975 recommended that:

> Public colleges and universities should fully explore the possibilities of the development of cooperative programs with other public and private institutions whenever this is feasible and appropriate (p. 39).

The Plan further stated that "proprietary institutions clearly constitute a significant element of the postsecondary education community in Illinois." It continued with a charge to improve knowledge about this sector:

> Full information concerning the resources of this sector is necessary for program planning for public and other not-for-profit institutions. For example, in certain specific areas cooperative programs between proprietary schools and community colleges could provide valuable services more efficiently than they can be provided by a community college alone (p. 50).

Conclusion

The rise in the cost of education and its prominence as a budget item was problematic in forcing Illinois state legislators and educational planners to carefully scrutinize budget requests and to seek additional sources of funding. The competition for scarce dollars among the various social services (i.e., environmental protection, expanded health services, expanded welfare programs, prison reforms) forced Illinois educational authorities to establish or revise master plans for higher education funding with emphasis upon utilizing existing resources. Budget pressures promulgated a rising state planning concern for accountability systems which measured output and effectiveness of educational institutions.

The problem was still more complex; it was both urban and rural. The multiplicity of community colleges in urban areas suggested the need for new, larger structures for educational delivery. Because of pressure for accountability, decentralization, and "local" control, inadequate financing and insufficient student population forced rural community college districts to develop innovative alternatives to obtain or share services which singularly they cannot provide. There was additional pressure to remain independent and unique to community interests.

Until recently, the predominate alternative to funding new and existing programs was raising local property taxes and student tuition. Hyde (1976) suggested that educational state plans should weigh the need to add to new programs in community colleges against allowing the proprietary schools to assist in carrying the program demand. The key to this outcome was the concept of reduction of program duplication. When community colleges continued to add new programs (duplicated at proprietary schools) or enlarge existing programs, it was probable that proprietary schools would suffer a decline in their market share and, obviously, enrollment.

Hyde also noted that the real issue was whether the benefits of allowing the proprietary sector to become an equal partner in education master plans outweighs the additional costs of continuing to implement new programs in a conventional manner (Hyde, 1976). Despite a stabilization, some tapering in student enrollments, and a poor economic outlook, community colleges in Illinois have expanded and, in some cases, duplicated academic programs and services provided at proprietary institutions.

In a broad sense, state-wide postsecondary planning has seldom systematically included proprietary institutions, let alone for the purpose of contracting. Funding students in proprietary schools has not been viewed as a viable alternative to additional investments in public community colleges. Hyde (1976) reported that it makes little sense to duplicate existing programs at proprietary schools with public programs and vice versa. "If the public sector continues the duplication of programs and construction of new facilities to house the duplicated programs, the proprietary sector will weaken" (p. 132). The overall effect would cause a loss of diversity of educational programs and a loss of the opportunity to save taxpayers money.

Some proponents perceived that cooperative contractual agreements among community colleges and proprietary schools are particularly appealing as a new way of solving new problems. Contracting may, therefore, leave their historical mark both organizationally and functionally. In any case, the major agenda of American higher education will, in the future, be confronted with a persistent new operational question: What contribution can be made through a shared effort among community college and proprietary schools? With the rapidity of the advancement of knowledge and the growth in the demand for education services, no institution can feel complete or totally adequate. Fitzroy (1962, p. 17) wrote that "all sectors of postsecondary education will need every help they can be given, including the frequently neglected help they can give each other."

Significance of Study

No apparent systematic study of Illinois cooperative contractual agreements among public community colleges and proprietary schools has previously been undertaken. What little data and literature exist on contracting with proprietary schools, the concepts were explored in philosophical context. Specifically, advantages and disadvantages of contracting were considered.

Shoemaker (1973) wrote: "One of the reasons that proprietary schools have attracted little attention until now is that there are very few concrete data about them" (p. 71). Wolman and others (1972) supported Shoemaker's contention by saying that: "Literature on proprietary vocational training is as scarce as that on public vocational education is voluminous" (pp. 58-65).

The relative newness of the state-of-the-art on contracting emphasized the need to assess the nature of vocational program contracting among Illinois public community colleges and proprietary schools. Illinois is one of the nation's three leading states, both in terms of numbers of approved contracts and in the number of proprietary institutions operating within its boundaries.

The charges to share resources, to cooperate in the delivery of vocational programs and to avoid unnecessary program duplication poses a challenging perspective for educational administrators. The first step is a better understanding about contracting on the part of all interested persons.

The findings of this study were intended to be of specific significance and value to the following groups:

1. to all state vocational and postsecondary education planners and regulators;

2. to proprietary school owners and administrators;

3. to community college educators; and,

4. to interested citizens of the state.

The study is also intended to add to the existing body of literature on contracting.

Hopefully, the investigation may be useful as a guide or model for other community colleges and proprietary school owners/administrators who are contemplating local cooperative arrangements to better serve the individual needs of their communities.

Definition of Terms

Selected terms used repeatedly in this investigation have been ascribed the following meanings:

Approved Schools: Those proprietary schools having fulfilled the requirements for operation with the Illinois Office of Education, Department of Education and Registration, or the Office of the Secretary of State, to conduct instruction in specific occupational fields within the state of Illinois.

Barber Schools: Proprietary schools providing instruction in barbering and approved by the Illinois Department of Education and Registration.

Collegiate Common Market: A concept developed in Illinois Master Plan-Phase III to maximize opportunities for students while avoiding unnecessary duplication via institutional sharing of existing programs, facilities, and staff.

Cooperative Arrangements: A joint effort between a community college and proprietary school which has as its purpose to enlarge the scope, quality and accessibility of instructional programs and services for community college students.

Cooperative Contractual Agreement: A written legal contract between a community college and proprietary school whereby the proprietary school provides the instructional delivery of courses or programs to the community college desiring the same educational services for an agreed-upon contract price.

Cosmetology/Beauty Schools: Proprietary schools providing cosmetology instruction and approved by the Illinois Department of Education and Registration.

Courses/Coursework: Complete programs of instruction in the proprietary school sector leading to occupational employability.

Non-contracting Community College or Proprietary School: A community college or proprietary school not engaged in any type of joint agreements between one another involving instructional program delivery.

Postsecondary Education: Any and all educational experiences beyond high school graduation.

Proprietary School: Institution operated for profit, as defined for tax purposes, whose primary emphasis is vocational instruction for students who largely fall within a postsecondary classification.

Vocational Program: Prescribed series of courses, experiences, or instructional elements leading an individual to preparation for entry into a selected occupation.

Delimitations of the Study

This study was concerned with the nature of vocational program contracts among selected public community colleges and independent proprietary schools (for-profit) located within the state of Illinois. Information on existing cooperative contractual agreements among Illinois public community colleges and private (non-profit) colleges and four-year universities was not pursued in the course of this investigation. Only current contractual arrangements supplied in a listing by the Illinois Community College Board at the outset of this study served as the population for analysis.

In the case of contracting community colleges, information was obtained from directors of occupational education, division chairperson and, in one case, a president. With contracting proprietary schools, information was gathered from owners, general managers, and lead instructors. In most cases the owner and general manager was the same person.

The study was designed to include the entire population rather than a sample. However, for reasons of cost and practicality, the size of the contracting proprietary school sample was restricted to sixteen. Since the scope of this study was primarily limited to investigating the unique components of contracting as viewed from the proprietary school owners and administrators, the community college sample was restricted to eight.

The study focused primarily upon the nature of cooperative contractual arrangements within the state of Illinois. The investigation activities were state-based with data having specific applicability to Illinois. However, the results may have specific applicability in other states.

REVIEW OF LITERATURE
to
PHASE III

Introduction

A study of the literature about proprietary education and its role within the concept of cooperative contractual agreements with public community colleges was undertaken to provide a background for this investigation.

Proprietary education in America has existed from as early as the eighteenth century. It was not until 1972 that this form of education was recognized as a part of postsecondary education (Erwin, 1975). Moses (1971) suggested that such an educational system has been considered by many as a part of the "education periphery" along with education programs in the military, in business, in private associations, and anti-poverty programs. Wilms (1973) speculated that the profit-seeking nature of proprietary schools has been the source of much of the alienation since the public interest is frequently associated with public support of education. The process of support for proprietary education has also differed. While public schools depend so heavily upon the political process for resources, proprietary schools depend on personal investment capital and on market-place economics.

In spite of the long history of proprietary education, information concerning the schools, their students and general operations was fully explored as part of the objective of Part I of this project. The project's 1977 final report entitled: Proprietary Education: Alternatives for Public Policy and Financial Support, provided a comprehensive annotated bibliography and related literature search on all aspects descriptive of proprietary education.

Illinois Community Colleges

The first strong emphasis for public junior colleges in the nation was the creation of Joliet Junior College in the early 1900's. Twenty-seven junior college campuses were developed by local high school districts prior to the passage of the Junior College Act in 1965. This act was considered by many authorities as one of the best pieces of enabling legislation for junior-community colleges in the nation. In 1977-78, there were 39 public community college districts comprised of 51 institutions in operation. At the time of the Fall 1977 opening enrollment headcount, over 500,000 individuals were enrolled in full- and part-time instructional credit courses and programs (ICCB, April 1978).

The Illinois Proprietary Schools

Illinois is perhaps the most active state in the proprietary school sector. Katz (1973) found that in Illinois it is over a $350 million industry, consisting of 589 schools, serving more than 650,000 students annually.

Illinois has three primary state agencies responsible for the licensing and regulation of proprietary schools. These agencies check for compliance of safety and commercial standards and certification of curriculum staff and facilities. They are: The Office of the Superintendent of Public Instruction, The Department of Education and Registration, and The Office of the Secretary of State. The Illinois aviation training proprietary schools are regulated solely by the Federal Aviation Agency.

Federal Legislation

Vocational Education Amendments of 1963

The turning point for new directions and increased federal funding for vocational education arrived with the enactment of the Vocational Education Act (VEA) of 1963. Vocational education was to be redirected from training in selected occupational categories to preparing all groups of the community for their place in the world of work.

The Vocational Education Amendments of 1963 stressed the need for adapting training to the changing needs of the labor market. The amendments mandated specific criteria for distributing funds and requirements for planning and evaluation which each state was to meet to obtain federal funds (Comptroller General, 1974).

The Congress, in enacting the Vocational Education Act, recognized the need for expanding vocational education capability. In view of existing federal budget constraints, achievement of the goal--ready access to appropriate vocational training or retraining for persons of all ages in all communities--required that adequate consideration and use be made of the many training resources (facilities, equipment, personnel) already in place throughout the United States. The act specifically provided for cooperative arrangements among agencies, organizations, and institutions concerned with manpower needs and job opportunities. Cooperative arrangements with private vocational training institutions was recommended when equivalent training can be provided at substantially less cost or when equipment or services are not available in public institutions.

In recent years, competition for available funds--and the unlikelihood of significant additional funding-- has made all the more imperative full-scale cooperative efforts on the part of those charged with training. The Vocational Education Amendments stipulated that applications for federal funds are to be ". . . developed in consultation with representatives of the educational and training resources available to the area to be served . . ." (p. 48). States were required to follow policies and procedures to insure that local education agency applications do, in fact, reflect implementation of these provisions.

Higher Education Act of 1965

In a discussion of educational cooperation, 1965 was a logical dividing point between informal activity and open implementation of cooperative activity. The Higher Education Act of 1965 (P.L. 89-329) encouraged cooperation between higher education and community agencies through Title I, Community Service and Continuing Education, by requiring postsecondary institutions to work closely with, and make their resources available to, communities for the solution of community problems.

Title III provided assistance to strengthen developing postsecondary institutions in several ways: (1) cooperation between cooperating institutions(bilateral); (2) consortia of developing institutions to work on common or similar problems; (3) connection of a cooperating institution with a consortium of developing institutions (Advisory Council, 1970).

Vocational Education Amendments of 1968

As a result of the Vocational Education Amendments of 1968, state departments of education encouraged local secondary school systems to undertake joint ventures with "private vocational" schools. Belitsky (1969) suggested that such cooperative ventures would secure more respect for vocational education and its students. Additionally, the availability of more alternatives (with cooperative arrangements) for students could prove to be an important means for reducing the number of high school dropouts or those who would have not otherwise had a chance to attend school for technical training.

Educational Amendment of 1972

Prior to 1972, higher education included public and private colleges, universities, junior colleges, and vocational institutes. With the passage of the Educational Amendments of 1972, there was a shift in both terminology and definition. The phrase higher education was replaced by postsecondary education and a concomitant definitional expansion occurred. Postsecondary education was redefined to include along with the conventional colleges and universities, the external degree and nontraditional programs, the community and the two-year colleges, and the proprietary schools (Marland, 1974).

The implication of such redefinition was set in perspective by a staff report of the National Commission on the Financing of Postsecondary Education (NCFPE). Employing a conventional definition "about 11,000 institutions enrolling about 10 million individuals are routinely accepted by national policy makers as a part of the postsecondary education enterprise." Viewed within the broadened context, "postsecondary education includes almost 78,000 institutions enrolling about 24 million individuals" (NCFPE, 1974, p. 3). The Commission report indicated that of the 78,000 institutions in the broader definition approximately 11,000 noncollegiate institutions were made up in large part by proprietary, vocational, and trade schools (NCFPE, 1974).

The Educational Amendments of 1972 also sought to bring greater unity and coordination for postsecondary education by mandating the establishment of comprehensive state-wide planning bodies known as the "1202" Commissions. These Commissions were to be "broadly and equitably representative of the general public and private nonprofit and proprietary education in the state" (U.S. Congress, 1972, p. 89). Such action formalized the intent to include proprietary institutions as resources in state postsecondary education planning. However, no assessment of proprietary sector participation in these state "1202" Commissions could be determined from existing literature.

Education Amendments of 1976

The Education Amendments of 1976 were specifically addressed to vocational program contracting. In paragraph 104.514, the Amendments stated that:

> A state may make provision for any portion of the program of instruction on an individual or group basis by private (for profit or non-profit) vocational training institutions. The contracts shall describe the portion of instruction to be provided by the institution as approved by the one- and five-year state plan. The instruction provided under contract will be conducted as part of the vocational education program of the state and will require prudent use of funds available under the state plan.

The 1976 Education Amendments suggested that the private vocational training sector can provide "substantial equivalent training at a lesser cost; or . . . equipment or services not available in public institutions" (USOE, 1977, p. 53844).

These separate pieces of legislation set the stage for coordinated planning. However, additional fundamental obstacles existed which limited the proprietary sector's inclusion within any broad-based postsecondary mission. First was a lack of information upon which cooperative planning decisions could be made. While confirming the need for basic information about proprietary schools, one author suggested that "there are very few concrete data about them" (Shoemaker, 1973, p. 71). Another claimed that "literature on proprietary vocational training is as scarce as that on public vocational education is voluminous" (Wolman, Campbell, Jung, and Richards, 1973, p. 10).

The second obstacle to achieving good representation in the planning process for cooperative arrangements with proprietary schools were the extremes in diversity among proprietary schools. Public community colleges appeared homogeneous when compared to proprietary schools. A 1973 study indicated that there were 7,016 technical schools enrolling nearly 1.6 million students in 1972-73. A majority of these were operated for profit, yet they represented a wide range of organizational structures. Approximately 66 percent were managed by corporations, 18 percent by partnerships and 16 percent by sole proprietors (NCFPE, 1973). In addition, these institutions demonstrated diversity in size, variety of programs, and cost to the student (Trivett, 1974; Juhlin, 1977).

The topic of impact of proprietary education upon postsecondary education has been described in two dissimilar research efforts. The first was primarily a study of the accessibility of vocational education in Illinois. The authors suggested that the value of education, public or proprietary, is often a function of a particular program's accessibility or meaningfulness, and that students had "voted with their feet" when they attended or enrolled (Hamilton, Nolfi, Spence, and Nelson, 1975, p. 15). The study emphasized four factors of accessibility: (1) existence of a program; (2) geographical availability; (3) temporal availability (at times of day and months of the year when most useful); and (4) cost. The primary limitation on the accessibility of proprietary, vocational institutions was high program cost according to the study (Hamilton et al., 1975).

Even with well-thought out plans for collecting data for developing a realistic profile on all postsecondary institutions and for providing appropriate representation, states were only marginally successful in coordinating the proprietary sector into future master plans. The Carnegie Council on Policy Studies in Higher Education stated that one reason for unsatisfactory planning for postsecondary vocational education, of which proprietary schools were supposed to be a part, was the lack of coordination among state offices of education, state boards for vocational education, higher education, and community colleges (Carnegie Council, 1975).

State of Illinois

Introduction

To accurately gauge the extent of progress of cooperative contractual agreements among Illinois public community colleges and proprietary schools, three primary-source literature searches were conducted. The first was an exploration of the Illinois State School Code. The second was a review of Illinois Board of Higher Education Master Plans and board minutes. The third was an investigation of the Illinois Office of Education, Department of Vocational and Technical Education State Plans for the Administration of Vocational and Technical Education.

Illinois School Code

The purpose of the legal and policy analysis was to identify any sections of the statutes which affected cooperative contractual agreements. The Illinois School Code (1974), Chapter 122 - Illinois Revised Statutes, was reviewed in depth. The particular sections relating to vocational education and community college cooperative contractual arrangements were as follows:

Section 101-1 to 108-2 Public Community College Act.

> An Act (1965) in relation to the establishment, operation and maintenance of public community colleges (p. 240).

This was one of the most complete and detailed community college enabling acts in the nation. The law provided an excellent concept for community college education and sound design for their effective operation.

Section 102-12(d) Powers and Duties of State Board.

> To enter into contracts with other governmental agencies; to accept federal funds and to plan with other state agencies when appropriate for the allocation of such federal funds for instructional programs . . . including . . . vocational and technical education and retraining as may be allocated by state and federal agencies for the aid of community colleges (p. 238).

Section 103-40 Contracts for Educational Services.

> To enter into contracts with any person, organization, association, or governmental agency for providing or securing educational services. As amended by act approved July 7, 1967 (p. 260).

Illinois Board of Higher Education

The recent history of postsecondary education in the State of Illinois was reflected in four Master Plans developed by the Illinois Board of Higher Education (IBHE). The General Assembly established the Board of Higher Education as a permanent coordinating and planning agency in 1961. The Board was mandated to prepare Master Plans for the State, "taking into account the various roles that can be performed by the public universities, the nonpublic colleges and universities, the two year colleges (public and private) and other educational enterprises" (IBHE, 1964, p. 3).

Each phase of the master plan addressed emerging educational needs: Master Plan - Phase I, gave impetus to the development of community colleges; Phase II extended educational opportunity through additional institutions; Phase III developed the "Collegiate Common Market" concept calling for new delivery systems and increased efforts toward inter-institutional cooperation; and Phase IV expanded the concept of cooperative arrangements among all private and public sectors of postsecondary education.

In 1971, the Board of Higher Education published A Master Plan for Higher Education in Illinois - Phase III. This version of the Master Plan had as its subtitle "An Integrated State System." The Plan began with a reference to an impending crisis: "Today, after the first two Master Plans, higher education is confronted by an array of demands and constraints that signal the great need to utilize more effectively all existing resources available to the people of this state" (IBHE, 1971, p. 3). Listed in an enumeration of demands and constraints were critical factors demanding urgent resolution of the following:

1. The demands for new levels and new kinds of accountability by various public bodies and by students and the citizenry;

2. The growing realization that financial resources, state and federal, will be limited in the 1970's;

3. The fact that 1980 marks an enrollment peak in a curve that by 1986 will have dipped to 1976 levels;

4. The almost universal financial and enrollment shortages of the private colleges and universities;

5. The duplication of effort and programs among all institutions (p. 3).

A Master Plan for Higher Education in Illinois - Phase III established as its first two recommendations the following:

1. Develop recommendations to establish an integrated system of higher education, one state-wide network calling upon and utilizing to the fullest extent possible the resources of public and private colleges and universities;

2. Establish a task force to study and to some extent possibly recommend implementation of a Collegiate Common Market to facilitate the sharing among institutions of programs, facilitites, and staff, with maximum ease of transferability throughout the system while reducing duplication (p. 9).

In its review of new and existing programs, the Board of Higher Education gave high priority to those that affect efforts toward interinstitutional cooperation. The Plan went on to delineate the Collegiate Common Market.

> A Collegiate Common Market is one mechanism for the operation of the integrated system. The fact that different institutions do different things well and no institutions do all things superlatively makes it appropriate to develop one educational marketplace among the many campuses. Inherent to the common market concept is the diminution of traditional barriers among institutions. Ideally, the student . . . would have access to the resources of the entire system (p. 14).

The Master Plan made a special point of how higher education is being called upon to consider new patterns of education and new instructional delivery systems. Further, Phase III of the Master Plan took into full account, among other factors, the capacity of the proprietary sector to assist the public postsecondary sector in achieving a "Collegiate Common Market" concept (IBHE, 1971).

A Collegiate Common Market Task Force (1972) was organized into three permanent committees. The Task Force's final report explained that cooperation and emphasis on institutional mission may be directed to any of the following ends:

1. Improving the quality and scope of education;
2. Extending the accessibility of higher education through interinstitutional cooperation;
3. Broadening the scope of higher education through interinstitutional cooperation;
4. Effecting economy and efficiency (pp. 7-9).

At the same time the report offered guidelines for the development of interinstitutional cooperative programs:

1. Common market arrangements must be made with an eye to the enhancement of existing institutional strengths;
2. Cooperative arrangements are to be viewed as a way of enhancing specialization and diversity and not as a means for imposing or encouraging uniformity among the states' institutions of higher learning;
3. Attention should be devoted to voluntary regional approaches and facilities in higher education (pp. 9-12).

The Collegiate Common Market Task Force (1973) was extended into the 1972-73 academic year by specifically addressing the following question pursuant to utilizing proprietary institutions within the context of "Collegiate Common Market:"

> Can the proprietary institutions in Illinois be used in cooperative programs with secondary schools and community colleges to reduce the cost of vocational education and/or increase the delivery systems for vocational and career education? (p. 1).

The committee agreed that such cooperative arrangements were feasible and legally sound under the Community College Act of 1965. In fact, the Task Force revealed several informal agreements in existence both at the secondary and the community college level in the state, e.g., Peoria District #150 and Universal Career College.

Initially, there appeared to be only two problems of any real significance in contracting with proprietary schools. The first was the general lack of information and/or hesitancy on the part of public institutions to initiate cooperative agreements. The second was that no state agency could require secondary schools, community colleges, or senior institutions to participate in cooperative programs. Further, the Collegiate Common Market Task Force (1973) enumerated several recommendations to the Illinois Board of Higher Education:

> 1. Require that more active attention be paid in support of the proprietary education sector to provide additional educational opportunities.
>
> 2. Encourage cooperative educational programs between community colleges and proprietary institutions by developing mechanisms through which direct access between these sectors is achieved and cooperation results.
>
> 3. Increase an awareness of what is available in the proprietary sector and encourage a willingness on the part of the public school administrators to make use of these resources when educationally and fiscally sound (pp. 4-5).

The Task Force (1973) sensed that proprietary institutions in the state were anxious to participate in cooperative programs with secondary schools and colleges. Because data on proprietary institutions were not available state-wide or on a regional basis, three recommendations were made to the Illinois Board of Higher Education:

> 1. Proprietary schools must be able to demonstrate to the public sector the bases upon which distinction between essentially secondary offerings and postsecondary offerings are made in several program areas.

2. Proprietary schools should develop a document describing the characteristics of the population currently being served by their programs, number of students, and prospective employment opportunities.

3. The Office of the Superintendent of Public Instruction (OSPI) should cooperate with the proprietary sector to develop a complete inventory of proprietary programs both by program area and geographic distribution (p. 8).

As a result of the March, 1974 meeting, members of the Illinois Board of Higher Education challenged the original intent of Master Plan - Phase III. A paradox transpired. On one hand, interinstitutional cooperation among public and private (non-profit) colleges and universities was lauded for its far reaching impact and vision in support of expanding postsecondary education opportunities for additional students. On the other hand, when asked to approve two new contracted programs between Black Hawk Community College and Madison Barber College and Danville Junior College and Danville Beauty School, board members questioned the propriety of such arrangements.

The Illinois Board of Higher Education tabled the approval of these two new proposed contracted programs pending additional information from the board staff. Matters to be investigated were:

1. What services are provided by the community college in a contracted program?

2. Where will program courses be taught--the community college or proprietary school?

3. Do proprietary schools feel threatened by such arrangements?

4. Should community colleges concern themselves with the preparation of barbers and beauticians?

5. To what extent should state tax resources replace a service provided on a local level?

6. To what extent shall local institutions (any community colleges or senior institutions) compete with existing programs that may or may not be serving the total need?

At the June 4, 1974, Illinois Board of Higher Education meeting additional discussion transpired concerning contractual arrangements among community colleges and proprietary schools. Local Board members representing Black Hawk College reemphasized that Master Plan - Phase III recommended that public and private institutions cooperate in meeting the educational needs of the community. The Quad-Cities area had developed a strong relationship between the public and private sectors of postsecondary education thus enabling the best use of available resources.

Further, a Black Hawk College Board member felt that students who were interested in cosmetology and barbering were also residents and taxpayers in the district and, therefore, entitled to support to pursue their educational objective. The President of Black Hawk College said that the college investigated the feasibility of offering such programs on their campus in the traditional manner of building new buildings and hiring new staff but decided to contract with the private sector for the services (IBHE, July 9, 1974).

Therefore, on June 4, 1974, the Illinois Board of Higher Education approved the Certificate in Barbering at Black Hawk College, Moline, and the Certificate in Cosmetology for Danville Junior College, Danville, with the provision that the programs be approved for a one-year period and that a study of policy recommendation be forthcoming from the Illinois Board of Higher Education during the ensuing year (IBHE, July 9, 1974). In the broadest sense, this precedent-setting action expanded the notion of interinstitutional cooperation from the public/private (non-profit) senior institution baccalaureate level program to include community college/proprietary school contracted vocational programs.

In order to answer pressing questions on cooperative contractual agreements with proprietary schools, the Illinois Board of Higher Education organized an Advisory Committee on Proprietary Schools. The first committee meeting, chaired by Mr. H. H. Katz, was held in 1974. Previously, the Illinois Board of Higher Education raised a question as to who was really benefiting from community college/proprietary school cooperative contractual agreements: the community college, the proprietary schools, or the student. Mr. Katz related this committee's position on this issue:

1. The ideal of cooperative public/private programs is not the idea of the independent private (proprietary) schools. Federal, and other legislation, clearly suggests that an effort be made to help utilize a state's total educational and training resources, specifically including the focalized capabilities, and expertise of the independent private schools. For example, the 1972 Higher Education Act clearly states that independent private schools particularly, in reference to employment oriented postsecondary education, should enjoy broad and equitable representation on any 1202 Commission. Interest of the independent private school is to participate in legislation enacted by the Congress.

2. The independent private schools are weary of the connotation that they are primary and only profit seeking and that quality education and training is secondary; and they are weary of surreptitious thrusts aimed to discredit their contributions to industry, government, and the broad citizenry.

3. The contributions made by the industry and knowledge of significant pedagogic developments is little known to the

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conventional postsecondary public education. The Committee recommends that an in-depth continuing, meaningful dialogue be developed between public/proprietary educators engaged in employment-oriented postsecondary education. Only in that way will it become possible to fully evaluate and appraise the capabilities and resources of the total industry. Pragmatic studies and plans then may be more intelligently formulated to evaluate the feasibility of purposeful cooperative programs.

4. In respect to the issue as to who really benefits from cooperative programs, we would like to say that the entire concept is meaningless unless the broad citizenry benefits. The community college and the independent private schools represent a relatively small number of citizens; the student represents a somewhat larger number; and the taxpayer and the tax producers represent the largest number of citizens who should benefit from cooperative programs.

5. Under no condition should a cooperative program be initiated unless the following factors are realized:

   a. A lower cost to the taxpayer by circumventing the reinvention or development of certain existing training wheels.

   b. Quality instruction to fully meet the industrial and commercial requirements for job entry.

   c. Quality control: Full conformity to the requirements of regulating agencies.

   d. Widening the channel of employment opportunities for the citizen with minimal preparation and instructional time.

   e. Pragmatic gain to the employer in the procurement of personnel to help profitably increase our national gross product.

   These are gains to the broad citizenry and not the personal gain of the independent private school.

6. We are aware of the connotation made by a Board member that he was not interested in assuring the continuity of certain schools in a cooperative program. We assume that reference was made to a small number of independent private schools who from time to time endeavor to circumvent mandatory requirements of our regulatory state and federal agencies.

Katz concluded by saying that the committee strongly felt that a point of maturity had been reached in the evaluation of the independent private school industry. "It apparently commits no more or less malpractice than any institutional group: in politics, in government, in entire spectrum of education, in religion, or in any organized human activity" (IBHE, October 1, 1974, p. 29).

In June, 1974, the Illinois Community College Board reported the extent of pending or approved cooperative contractual agreements with proprietary schools. The following table reflected the status of approved contracts:

Table 1

Occupational Programs at Illinois Public Community Colleges
which are Pending or Approved on a Cooperative
Contractual Basis with Proprietary Schools

June 4, 1974

Community College	Program Contracted	Name of Cooperating Business
Black Hawk, Quad Cities	*Barbering	(Madison Barber College (Lincoln Barber College
Black Hawk, Quad Cities	Cosmetology	Cele Whan Academy of Beauty Culture
Black Hawk, Quad Cities	Dye Design, Tool Design	Rock Island Vocational Schools
Black Hawk, East Campus	*Cosmetology	Cele Whan Academy of Beauty Culture
Danville, Junior College	*Cosmetology	Danville Beauty School
Illinois Eastern	Cosmetology	(Richland Academy at Olney (Colborn's Academy at Mt. Carmel
Illinois Valley College	*Cosmetology	LaSalle School of Beauty Culture
Sauk Valley College	*Cosmetology	Sterling School of Beauty Culture
Southeastern Illinois	*Cosmetology	Harrisburg School of Beauty Culture
Spoon River	*Cosmetology	International Beauty Academy
State Comm. College	*Cosmetology	Herman's Metro-East School of Cosmetology
Shawnee College	*Cosmetology	Vienna Correctional Center

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*Pending ICCB and IBHE Approval

(IBHE, June 4, 1974, p. 26).

A Master Plan for Postsecondary Education in Illinois (Master Plan - Phase IV, 1975) established several recommendations encouraging additional support for cooperative contractual agreements among community colleges and proprietary schools by the following:

1. Emphasize that the hallmark of the future must involve efforts by all postsecondary education institutions, building upon past commitments, to improve the quality of all their programs and efforts.

2. Necessitate continued productivity and resource reallocations at all institutions as two means of ensuring the availability of adequate resources.

3. Promote greater cooperation among the Board of Higher Education, systems, and institutions in the review of existing units of instruction.

4. Establish a procedure for reducing unnecessary competition for students among private and public institutions.

5. Promote continued cooperative programmatic efforts among all postsecondary education institutions, including the cooperative use of facilities.

6. Public colleges and universities should fully explore the possibilities of the development of cooperative programs with other public and private institutions whenever this is feasible and appropriate (pp. 7-8).

The Plan further stated that "Proprietary institutions clearly constitute a significant element of the postsecondary education community in Illinois" (p. 53). It continued with a charge to improve knowledge about this sector:

> Full information concerning the resources of this sector is necessary for program planning for public and other not-for-profit institutions. For example, in certain specific areas cooperative programs between proprietary schools and community colleges could provide valuable services more efficiently than can be provided by a community college alone (IBHE, 1976, p. 53).

Illinois Office of Education

The Department of Adult, Vocational and Technical Education (DAVTE) under the Illinois Office of Education has been structured to meet the mandates of federal legislation and to complement the goals of the State Board of Education for employment-based education. Each year the DAVTE develops a comprehensive plan for administering federal dollars to state vocational technical education activities.

The 1973 (and subsequent years including 1978) State Plan for Administering Vocational Technical Education in Illinois addressed the issue of contracted vocational programs with private postsecondary vocational training institutions:

> Where the State Board or Local Educational Agency (LEA) determines that such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training of a lesser cost, or can provide essential equipment of services not available in public agencies or institutions, contractual agreements may be made. For the purposes of this plan, a private postsecondary vocational training institution meant a private business or trade school, or technical institution or other technical vocational school providing postsecondary education which met the requirements set forth in sub paragraph (A) through (D) of Section 108(11) of the Illinois School Code. Only institutions approved or recommended by the Office of the Superintendent of Public Instruction or the Department of Registration and Education may be eligible for such contracts.
>
> Such contracts shall describe the type of instruction to be provided by an agency or institution and incorporate the standards and requirements of vocational instruction set forth in the Regulations. Such contracts shall be entered into only upon a determination by the State Board or LEA of satisfactory assurance that:
>
> (a) the contract is in accordance with State or local law
>
> (b) the instruction to be provided under contract will be conducted as a part of the vocational education program of the State and will constitute a reasonable and prudent use of funds available under the State Plan, and
>
> (c) the contract contains an assurance that Federal, State, and local funds paid to the contracting agency or institution will be used only to lower the rate which otherwise would be collected from persons benefiting from the program (IOE, 1972, p. 27).

The State of Illinois Advisory Council on Vocational Education was established in 1969 by the Illinois Office of Education in accordance with the terms of P.L. 90-576, the 1968 Amendments to the Vocational Education Act of 1963. This Council is composed of fifteen persons, appointed by the Governor, from diverse backgrounds in labor, management, education, business, industry, and government.

The Advisory Council recommended that local education agencies assess (in terms of program availability and costs) existing and available private facilities in their district. The Advisory Council noted in its Annual Evaluation Report FY-74 that "the coordination among public institutions is more in evidence than coordination between public institutions and private vocational schools" (p. 32). Consequently, the Advisory Council on Vocational Education developed as one of its recommendations for fiscal year 1975 that:

> The State Board of Vocational Education together with the State Board of Higher Education place continued emphasis on defining and implementing mutually supportive and nonduplicative roles between postsecondary institutions, area vocational centers, comprehensive high schools and proprietary schools (p. 7).

Contracting Practices in Other States

California

In 1973, the California legislature passed Senate Bill 24 (SB24) which became Section 30133 of the Education Code, permitting:

> Any school district, community college . . . may enter into a contract with a private postsecondary school to provide vocational skills training . . . under the State master plan for vocational education (CARVELL, 1976, p. 1).

In order to be approved by the State Department of Education, such vocational contracts were to be in compliance with provision of the California Administrative Code (Title 5) and other applicable statutory requirements related to contracts entered into by public entities with private postsecondary schools (proprietary schools).

In 1975, after two years of cooperative contractual relations under the provisions of SB24, Vocational Education Field Operations of the State Department of Education conducted a descriptive study to review the nature and outcomes of such practices. Although the key findings of the 1974-75 investigation did not include contracts awarded through community colleges in California, the following are highlights of relevant characteristics of contracting:

1. In 1974-75, the State of California approved 53 contractual agreements; in 1975-76, 61 new contracts were approved in addition to those that were renewed from the previous year.
2. During 1975-76, approximately 5,350 public school students were enrolled in programs being taught through contractual arrangements.

3. During 1975-76, of 100 contractual arrangements:

   a. 5 were for Trade and Industry (T & I) programs,

   b. 64 were for cosmetology,

   c. 13 were for Health Occupations programs,

   d. 12 were for Business and Office Occupations,

   e. 5 were for Distributive Occupations programs,

   f. 1 was for a Technical Occupations program.

4. As a rule, proprietary schools were satisfied with various aspects of contracting (64 percent) (CARVELL, 1976, pp. 4-21).

On August 10, 1978, the Joint Legislative Audit Committee (1978) announced the Auditor General's report on the expenditure of public funds for vocational education through contracts with proprietary schools. The results of the study showed that over 69 percent of the approved contracts were for cosmetology job training. Reimbursement by state and local public funds for proprietary vocational education was $24 million. Costs of proprietary school contracts were $6.8 million. Therefore, there was an excess of $17.2 million reimbursement to actual audited costs.

The investigation confirmed that costs for various types of contracted vocational training were lower than the costs of direct community college instructional program costs. The study suggested that by contracting with proprietary schools, 38 community colleges avoided capital outlay and start-up expenses for new offerings while reducing faculty support and indirect instructional expenditures.

New Jersey

In New Jersey, a 1974 act made it possible for a county that lacked a community college to establish a community college commission. Such a commission could enter into contracts with existing educational institutions to provide services for its students. Currently, Hudson County Community College Commission in Jersey City operates under this authority by contracting with Stevens Institute, a proprietary school (O'Neil, 1975).

Ohio

In 1977, the State Board of School and College Registration in Ohio approved a joint degree program between North-Western Business College (proprietary institution) and Bluffton College (an independent non-profit school). The agreement followed the suggestions of the Ohio Board of Regents for educational institutions throughout the state to cooperate in providing quality programs without duplicating efforts in areas where such courses are not available (Easing Credit, September, 1977).

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Pennsylvania

A Pennsylvania Office of Higher Education Report on Proprietary Education (1975) concluded: "The Commonwealth has not effectively used consortial and contractual arrangements among all institutions. Proprietary institutions have demonstrated cost effective methods of training students" (p. 12). The proprietary sector strongly endorsed the concept of Regionalization to promote the expanded use of consortial and contractual agreements among community colleges and proprietary schools.

Proprietary Schools and Community Colleges

According to the U.S. Office of Education, 10,800 proprietary postsecondary schools were operating in the U.S. compared with 1,183 public two-year institutions. The Syracuse University Educational Policy Center predicted the proprietary sector will continue to grow more rapidly than public postsecondary institutions in the future (Bender, 1973).

Several studies urged public colleges to adopt some of the practices of proprietary schools. Erickson indicated a need for public community colleges to: (1) be more sensitive to labor market demands; (2) concentrate on offering an open door to those who cannot get in or stay in other postsecondary institutions; and, (3) more clearly define student goals (Erickson, 1972). It was speculated that the total cost to society at public institutions may be greater than at proprietary institutions.

In studies by Hyde (1974) and Erwin (1975), the merits of public community colleges were compared to the merits of postsecondary proprietary schools. These studies stressed the need for tax subsidization of proprietary schools, in order to retain them as a vital part of U.S. postsecondary education. These authors advocated the encouragement of this form of education by means of subsidizing the individual students, not the institution. Some of their primary arguments were:

1. If community colleges draw students away from proprietary schools, the unique services offered by proprietary schools will be lost.

2. Because of tax subsidization to public schools, students will be drawn to the less expensive institutions (i.e. community colleges with lower tuition).

3. As public schools increase their variety of services and programs, demand for private schools services decreases.

In a later article, Hyde (1976) wrote:

1. The proprietary schools' greatest potential impact may result from their ability to divert federal assistance, not students, from community colleges.

Cohen (1976) envisioned the next quarter-century in which community colleges will repeatedly effect liasions with the proprietary schools that offer various types of occupational and technical training. The proprietary institutions will continue to provide many educational services but students will receive credit from the community college.

Folger (1976) supported the importance of including proprietary institutions in postsecondary education with the following characteristics:

1. Proprietary schools make a contribution to the diversity of educational opportunities required by the varied student interest and abilities in our communities.

2. In many communities, proprietary schools are the only available local higher education institutions. In other communities they offer unique programs not available locally in the public sector. In these cases, they can provide valuable public service, particularly if tuition assistance, directed through a contracting community college, makes their service available to local students from low-income backgrounds.

3. Most of the students attending proprietary schools would attend public institutions if proprietary institutions were not available. It follows that individual states save substantial tax contributions with the presence of proprietary institutions which derive almost all of their income from student tuition. Further, because of the income-tax status of proprietary schools, states earn additional tax revenues from the income of those schools.

4. The proprietary sector competes with the public sector in providing quality programs. This competition strengthens both public and private postsecondary education. Institutions with a greater market orientation will increase their sensitivity to innovation, to student needs and interests, and to educational effectiveness (p. 6).

Shoemaker (1973) concurred with Erickson and Hyde by recognizing that proprietary schools present a challenge to community colleges. For years supporters of proprietary schools asserted that the huge community college system presents an unfair and almost impossible challenge to the proprietary institutions. However, proprietary schools are surviving despite the unstable, tight money environment of public institutions. Shoemaker said:

> It might be appropriate now for the community colleges to take a closer look at these schools to determine more precisely just what it is that the proprietary schools are doing, and then plan how the two types of institutions might better work together for the improvement of the total education program of their respective areas (p. 72).

Rather than a challenge by the proprietary sector, cooperative arrangements might be more appropriately viewed as another opportunity for community service.

Koch (1973), in research conducted for the Illinois Advisory Council on Vocational Education, recommended an additional policy alternative utilizing private proprietary schools in the area of vocational and technical education. DAVTE funding levels in 1973 for vocational education virtually ignored the possible use of proprietary schools. Koch wrote that proprietary schools are convinced they can perform the identical instructional tasks delivered by public institutions and do so better and cheaper because: (1) the proprietary institutions have this motive as their sole purpose and only reason for existence; (2) they are closer to the actual businesses where graduates will become employed; and, (3) they do not maintain the expensive bureaucracies which public districts maintain.

Dubuque (1977) offered several arguments in support of using proprietary schools as members of cooperative contractual arrangements:

1. Proprietary institutions are experiencing dwindling enrollments and concomitant lower returns on investment due to encroachment from area community colleges that offer similar programs at less student tuition. Taken to extremes, if the proprietary sector should succumb to these pressures and cease to serve this vitally important mission of postsecondary education, the state (i.e., the taxpayers) would suddenly find itself with a major new financial obligation;

2. Proprietary education provides particular services and has previously made capital investments that may be underutilized; yet the state could not duplicate such services or facilities nearly so economically as they could contract for their use;

3. Economic combinations of institutional holdings obviously benefit the student, either by increasing his career options or providing his educational needs in closer proximity to his home or work;

4. Cooperative contractual agreements no doubt increase community support for both institutions. It is increasingly apparent that the public is weary of paying for institutional jealousies, paternalism, duplication of services and haphazard proliferation of education resources.

Related National Studies on Contracting Among Community Colleges and Proprietary Schools

Studies involving cooperative contractual arrangements among community colleges and proprietary schools have attracted very little research attention. The topic was more frequently the object of essays than actual research. This was particularly evident when seeking to describe the extent of related national studies describing cooperation with proprietary schools.

A national study by Walter Arnold Associates (1973), completed for the Illinois Division of Vocational and Technical Education Research and Development Unit, found that eighteen states had not authorized cooperative contractual agreements between proprietary schools and public schools; nineteen states authorized this type of cooperative arrangements; and twelve states reported operating contractual agreements.

This study identified several factors inhibiting the further or ideal development of cooperative contractual arrangements. These observations related to factors such as:

1. Lack of state agency financial support to encourage cooperative agreements.
2. Lack of flexibility in the organization and administration of vocational-technical programs or schools at state or local levels.
3. Lack of adequate provisions or guidelines for contracting between public and private agencies.

In the recent national survey among state vocational education directors, Appelgate (1978) found that the variety of services provided to resident proprietary education by the public agencies of the states was limited. Obstacles to the utilization of proprietary schools to meet public demands for postsecondary vocational training were found to be a public sector problem more frequently than the proprietary sector responsibility. Obstacles found to be of most importance in preventing proprietary schools from meeting public demands for postsecondary education, included: lack of interest on the part of the public sector to include proprietary education programs in planning (34 states) and unwillingness of the public sector to cooperate with proprietary education institutions and programs (31 states).

John Wood Community College

Bender (1977), Heath (1977a), and Lawson (1977) reported that the most recent innovation to emerge from two-year institutions was the "contract" community college. As a legal state-approved entity, the distinguishing feature or characteristic of a contract community college was its ability to arrange contracts or agreements with other existing postsecondary institutions in the area to provide needed educational programs and services. Personnel directly employed by the community college carried out the functions of community needs assessment; student recruitment and admission; determination of educational programs and services; identification of appropriate institutions; and functions associated with budgeting and accounting. Instructors and learning resources were provided by the contracted institution.

John Wood Community College, Quincy, Illinois, was organized in 1974 as the newest community college in Illinois and the only college in the state, or nation, to operate almost exclusively as a "contract" community college. The Illinois Community College Board, from the beginning, treated John Wood Community College the same as every other community college in the state. The College is required to complete the same planning documents and submit all reports under the state management information system.

Besides contracting its general studies and baccalaureate level programs with four private (non-profit) institutions, John Wood cooperates with two proprietary schools: Gem City College, Quincy, Illinois, for career programs in Business/Office Occupations, Horology (watch making), Fashion Merchandising, and Cosmetology; and Quincy Technical Schools, Quincy, Illinois, for Air Conditioning, Auto Body Repair, Auto Mechanics, Drafting and Design, Welding, and Diesel Mechanics (Heath, 1977b).

Benefits of Cooperative Contractual Agreements

The Collegiate Common Market Task Force (1973) stressed several telling educational benefits encouraging cooperative agreements among community colleges and proprietary schools:

1. High quality business and vocational instruction can be made available to more potential students.
2. Educational options can be increased, thereby serving a greater portion of the population than is currently being served with limited physical and human resources.
3. Proprietary institutions are carefully regulated by Office of the Superintendent of Public Instruction (OSPI) and Registration and Education (R and E) Branch.
4. Proprietary schools have the capability to deliver a diversity of quality programs without the added expense of facilities, teachers, and equipment which must be maintained and/or replaced when obsolete.
5. No start-up costs are required for the new programs.

6. Flexibility enables programs to be dissolved should the market no longer exist.
7. Community colleges do not have to employ instructors or provide tenure and fringe benefits.
8. Program costs are usually less through contracting than if the community college operated a similar program.
9. There is no need for capital outlay on the part of the community college.
10. Since most of the training is delivered off-campus, indirect instructional costs are decreased.
11. Contracting provides community colleges an opportunity to expand their programmatic offerings (pp. 4-6).

The following additional benefits of contractual agreements were suggested by Hyde (1974), Erickson (1972), Bender (1973, 1977), Heath (1977a, 1977b), Upchurch (1977), Ertell (1957), Shoemaker (1973), and the California Postsecondary Education Commission (1976):

1. The expanded programs and services provided by contracting encourage young students to stay in the area; rather than attend a resident college elsewhere.
2. Contracting permits programs to be operated with only one or two students--far below the minimum breakeven point necessary to meet all costs.
3. Various policies and procedures for contracting have been standardized by the Illinois Community College Board.
4. The width and breadth of usable learning resources for students is expanded.
5. Less time and energy is needed to build a new program. Contracts permit "turn-key" implementation after ICCB program approval.
6. Local boards and staff members can redirect energies on identifying other community needs with appropriate programs to meet those needs.
7. Student access to programs is enhanced since students who couldn't previously afford to attend a proprietary school may now participate.
8. Reduces the overall risk of community college instructional programming.

400

9. Permits developing community colleges to offer quality programs on a large scale.

10. Brings educational services closer to the people by shortening the travel distances and recognizing the time parameters in predominately rural, agriculturally based clientele.

11. Saves the taxpayers money by utilizing already existing resources while avoiding program duplication.

Mr. W. Dubuque (1977), president of Quincy Technical Schools, Quincy, Illinois, currently contracts all of his vocational programs with John Wood Community College, Quincy, Illinois. As a strong proponent for cooperative arrangements, he suggested several benefits of contracting for proprietary schools:

1. An opportunity to service additional students.

2. Contracting can attract more students because tuition is lower.

3. Some of their students can participate in state scholarship benefits.

4. Their students can realize collegiate identity.

5. The public information services of the community college can be utilized to attract students. Recruiting costs are reduced.

6. Various economies of scale can be achieved since special equipment, buildings, teaching materials, and instructional and supervisory staff are already in existence.

7. Various counseling and support student services for community college students are provided by the community college.

8. Usually credit hours generated by the community college in a vocational career area are not specifically designed for transfer, although some senior institutions do accept them in transfer. The hours acquired through a contractual relationship are considered in the same manner as any other career credit hours.

9. Their image and prestige can be improved.

10. The rate of return on investment and net income are increased through increased enrollments and revenues.

Other similar benefits accruing to contracting public community colleges and proprietary schools were detailed as follows in an Illinois Community College Board staff report (ICCB, 1974).

1. Increases student access. Student access is often increased by such contractual arrangements. Students who could not previously afford to attend a proprietary school might now have the opportunity because of lower tuition and the possibility of state scholarship support through the community college. The community colleges all provide counseling and other support services which benefit the student while participating in the program.

2. Lowers instructional costs to the community college. Programs under contractual agreements with proprietary schools have produced a favorable unit cost of instruction. By contracting for services with the proprietary school, the community college also avoids hiring permanent faculty, purchasing equipment or acquiring facilities.

3. Standardizes the delivery of educational services. Considerable diversity exists within the proprietary sector. Since the college coordinates and supervises a number of programs, it can provide the necessary supervision of an instructional program that is provided on a contractual basis (pp. 1-10).

Limitations of Cooperative Contractual Agreements

The literature search suggested that limitations to contracting among proprietary schools and community colleges were more the object of essays than actual research. However, Porter (undated), Johnson (1967), Silverman (1975), Burn (1973), Heath (1977a), Bender (1977), and Nelsen (1972) reflected practical considerations which may limit the fuller implementation of contracting.

Limitations of community college contracting were as follows:

1. Many institutions fear contracting will threaten individual autonomy by affecting their student populations, curricula offerings, identity, or distinctiveness.

2. Contractual agreements are peripheral to the centrality of academic life. Therefore, it is difficult for cooperative arrangements to deal with what the faculty and administrators are most interested in or what seems vital to their academic mission.

3. The nature of cooperative agreements creates strain on communication because of organizational geography, motivation, commitments and traditions.

4. Community colleges that perceive themselves as more prestigious than other institutions do not wish to associate with perceived weaker institutions by potentially undermining their independence or viability.

5. Direct instructional costs of contracting are easily identified. However, the task of measuring the indirect costs or savings on buildings that have not been built and man hours saved in purchasing ready-made programs is much more difficult.

6. The mechanics of recruiting and admitting students; registration procedures; drop, add and withdrawal of students; program changes; calendars; scheduling; and fiscal audit trails can restrict and discourage cooperation.

7. Regional accrediting agencies may negatively criticize contracting because a question arises: Should the contract be evaluated only through the community college or should the proprietary school become the focus?

8. Procedures, standards, and criteria for proprietary school faculty evaluation might restrict cooperation.

9. Community colleges must insure that proprietary school facilities and programs are accessible to handicapped students in accordance with U.S. Office of Education guidelines for federal funds.

Dubuque (1977) suggested several factors limiting proprietary school capacity to contract:

1. Lack of understanding and familiarity with the various aspects of contracting.

2. Lack of community college support, commitment, and confidence regarding the quality of proprietary school training,

   --are peripheral to postsecondary education
   --cannot support private education with public dollars.

3. Staff, instructors, and student morale may suffer unless measures are taken to effectively communicate the significance of a plan to contract.

4. School identity can be diffused in a contractual agreement.

5. Proprietary schools do not desire to lose their flexibility and autonomy.

   --do not want any more bureaucracy than already exists
   --do not want community college manipulating program integrity and content or intrude with on-site evaluation of instructors.

6. The question of price differentials exists when students from the contracting public community college pay a lower tuition than regularly matriculated proprietary school students.

7. Proprietary school enrollment may become exclusively comprised of community college students, thereby becoming financially dependent upon contracting as a means of survival.

8. The mechanics of student registration, calendars, scheduling, and student recordkeeping can restrict cooperation.

Heath (1977a) questioned potential problem areas with this approach to delivering educational services:

1. Can the cooperating proprietary schools respond quickly to the changing job markets and student enrollment patterns?

2. Will the mechanics of admission, registration, drop and adds, withdrawals, program changes, and audit trails, restrict and discourage cooperation among institutions?

3. Will the State of Illinois recognize the uniqueness of cooperative contractual arrangements and be flexible enough to respond with differing funding patterns to offset built-in contractual costs for capital expenditure and equipment?

4. Will Boards of Trustees and Presidents be able to resist the desire to build new facilities for new programs?

5. Will various accrediting agencies continue to approve the concept and accept the evaluation techniques that are established (pp. 11-12)?

Cosmetology Programs in Illinois

According to Hyde (1976), the cosmetology career in Illinois is a licensed occupation. A prospective cosmetologist must pass a written and a practical state-administered examination to receive licensure. Before sitting for a state examination, a student must successfully complete a 1500 contract hour state approved course in beauty culture that meets state standards governing the curriculum. Licenses, which cost a nominal amount, must be renewed annually for continued eligibility to practice.

Entry into the occupation is generally limited to those who pass through proprietary cosmetology schools. Hyde found 7,300 students in Illinois entering cosmetology training in 1972. About seven percent enrolled in cosmetology programs in community colleges or public area vocational schools. Approximately 90 percent attended proprietary schools.

According to the Proprietary School Directory for the State of Illinois (1978), tuition rates in private cosmetology institutions during the Spring of 1978 were as low as $200, and as high as $2,150; but 75 percent of the schools charged between $600 and $1,300. Cosmetology schools often supplement their revenue from sales of cosmetic products and through hair appointments from regular customers.

Completion of a cosmetology program normally requires nine months to one year, and students may generally enroll at any time. Some students may take as long as two to three years on a part-time basis.

Ninety percent or more of the cosmetology training in Illinois occurs in proprietary schools; the remainder is delivered in community colleges or public area vocational schools. Training is also available in non-profit public institutions such as state prisons (Hyde, 1976).

Cosmetology Program Contracts

One citation referenced contracting between a community college and a proprietary cosmetology school. Hyde (1976) investigated an agreement in the Moline-Rock Island, Illinois area where Black Hawk Community College contracted on an informal basis with Cele Whan Academy of Beauty to provide 60 students the required 1,500 hours of instruction. The results of his study suggested that the contract was mutually satisfying to each partner. Based upon 1972-73 data from Cele Whan Academy, the percentage of students who completed training and passed the state licensing examination was greater than the average percentage of non-contracting proprietary schools in the Chicago metropolitan area. In addition, the expense to the community college student, since it is partially subsidized by the community college, was less than the tuition charged to regular proprietary school students.

METHOD
for
PHASE III

Introduction

Based upon the review of literature and specified issues of concern detailed within the study outline, a survey instrument and data gathering procedures were developed. The data analyzed information on the nature of cooperative contractual arrangements among Illinois public community colleges and proprietary schools. An instrument was designed to conduct telephone and on-site interviews with as many contracting Illinois proprietary schools as possible. While the primary focus of the investigation was on proprietary schools' responses, a representative sample of contracting community college administrators was also interviewed.

Seven major areas of concern were identified for consideration within the study, and served as a basis for the survey instrument.

1. Patterns of vocational program contracting.
2. Extent of proprietary school interest in vocational program contracting.
3. Conditions and factors facilitating and inhibiting proprietary schools' ability to contract.
4. Operational problems associated with contracting as perceived by proprietary school owners.
5. Extent of costs, savings or benefits of contracting over conventional campus-based vocational programs.
6. Extent of satisfaction with contracting as perceived by proprietary school owners.
7. Common specifications characteristic of formal contractual agreements.

Instrument

Design of the instrument drew upon studies by Appelgate (1978), CARVELL (1976), the Illinois Board of Higher Education (1972), and Brecht

(1973). The project staff also relied heavily on the counsel of the following individuals:

1. Mr. William Appelgate, staff consultant and President of Clinton Community College, Clinton, Iowa.
2. Mr. William Dubuque, President and Owner of Quincy Technical Schools, Quincy, Illinois.
3. Dr. Paul Heath, President of John Wood Community College, Quincy, Illinois.
4. Ms. Janet Stroud, Assistant Director, Illinois Community College Board, Springfield, Illinois.
5. Mr. James Upchurch, Director of Occupational Education, John Wood Community College, Quincy, Illinois.

These individuals provided both general direction and clarification of instrument terminology.

At the outset, The Illinois Community College Board provided a master list of public community colleges engaged in vocational contracting during the 1977-78 academic year. Because the contract approval process is dynamic and a constant flow of approved contracts are being added and deleted to the Community College Board files, the data used for the compilation of the master list was Fall Semester, 1977.

Data collection involved six areas of investigation:

1. A review of Illinois Board of Higher Education, Division of Adult, Vocational and Technical Education, and Community College Board files relating to 34 approved contracts as of March, 1977.
2. On-site visits with nine proprietary schools and five community colleges engaged in vocational contracts in 1977-78.
3. Telephone surveys and follow-up to seven proprietary schools and three community colleges not involved in an on-site visit but engaged in contracting in 1977-78.
4. Oral history personal interview with a retired former Secretary of the Illinois Community College Board.
5. On-site visit and consultation with the Auditor General to the State Legislature, State of California, Sacramento.
6. Contacts with knowledgeable and interested persons known by the project staff.

In conjunction with other project activities, 26 on-site and telephone interviews were conducted during May-December, 1978. The key contact person at proprietary schools was the owner. In one case, a lead teacher was interviewed. At the community colleges, Directors of occupational education or division chairmen responsible for supervising contracts were interviewed. In one case, a president, dean of student services, and a registrar were interviewed. Materials for the interview consisted of a questionnaire to be used by the school official as a reference during the interview and copies of the questionnaire for the interviewer (see Appendix L).

The project staff attempted to obtain data required for the study in the minimum amount of time, by arriving at the school on time, meeting with the designated official of the school, and further explaining the study of resident proprietary schools. This included an overview of the project's funding and the future use of the information to be obtained during the interview. The time spent in the formal interview process was approximately one hour. As the formal interview was completed, a number of the schools provided tours of their facilities. At the conclusions of the formal interview and/or tour, the interview participants were informed of the timetable of the study and assured that they would receive a copy of the study findings. School officials participating in the interview were sent a letter of appreciation for their cooperation and participation (see Appendix M).

SUMMARY OF FINDINGS
for
PHASE III

The key findings contained in this section are grouped according to each of the seven major questions.

Patterns of Vocational Program Contracting

By March 1977, the Illinois Community College Board had approved a total of 16 different vocational programs under contractual arrangements with 15 community colleges and 25 proprietary schools. Although the Community College Board had approved 34 individual contracts (see appendix O) at the time of this study, two community colleges were discontinuing contracts in two programs with two proprietary schools and at least two community colleges were seeking approval of two additional contracts with proprietary schools. These changes were not considered in the study.

Program Areas

During 1977-78, of 34 operational vocational contracts, 30 (88 percent) were Trade and Industry (T & I) careers; of this number 20 (59 percent) were Cosmetology (see Table 2). Four (12 percent) were Business and Office programs. John Wood Community College, Quincy, Illinois operated 11 of 14 different contracted vocational programs. The bulk of remaining contracts were limited to 20 cosmetology programs, one tool and dye program (no longer contracted as of 1978), and two barbering programs (see Table 3).

Profile of Contracting Community Colleges

Fifteen of 50 (30 percent) Illinois community colleges were engaged in cooperative contractual arrangements with proprietary schools in 1977-78 (see Graph 1).

Table 2

Distribution of Contracts by Program Area - 1977/78
(Including John Wood Community College)

N = 34

Program Area	Frequency	Percent
Business and Office Occupations	4	12%
Accounting (1)		
Clerk/Typist (1)		
Fashion Merchandising (1)		
Secretarial (1)		
Cosmetology	20	59%
Trade and Industry	10	29%
Air Conditioning/Heating (1)		
Auto Mechanics (1)		
Auto Body Repair (1)		
Barbering (2)		
Diesel Mechanics (1)		
Drafting and Design (1)		
Horology (1)		
Tool and Die Making (1)		
Welding (1)		
TOTAL	34	100%

Table 3

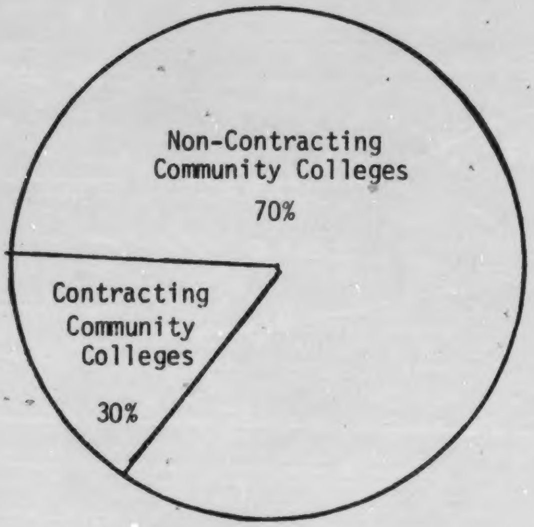
Distribution of Contracts by Program Area - 1977/78
(Other than John Wood Community College)

N = 23

Program Area	Frequency	Percent
Trade and Industry (T & I)		
Barbering	2	9%
Tool and Die Making	1	4%
Cosmetology	20	87%
TOTAL	23	100%

Graph 1

Distribution of Community Colleges Contracting at Least One Program to Non-Contracting Community Colleges in 1977 - 78.



Contracting - N = 15
Non-Contracting - N = 45

(Does not include East St. Louis District)

Nine of the 15 contracting community colleges were located in the northern part of Illinois. These nine northern Illinois community colleges accounted for 26 of the 34 approved contracts (76 percent) (see Graph 2).

During the 1977-78 academic year, 9 of 15 (60 percent) community colleges contracted a cosmetology program with only one proprietary school (see Table 4). Three community colleges (20 percent) accounted for 12 discretely different programs with two different proprietary schools. Note in Table 4 that John Wood Community College contracted with Quincy Technical Schools and Gem City College for 11 different programs. One community college contracted a cosmetology program with three different proprietary schools. Finally, one urban community college contracted three different programs with seven different proprietary institutions.

Table 4

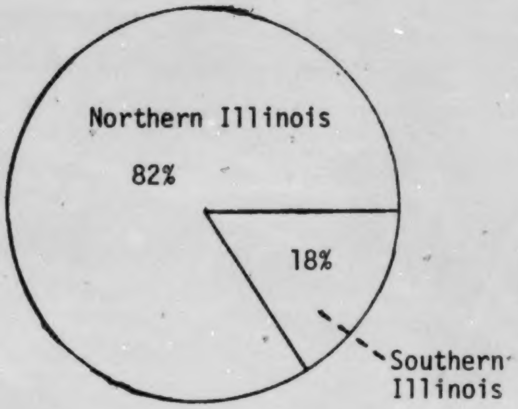
Cooperative Contractual Agreements Among Illinois Community Colleges and Proprietary Schools (Effective March, 1977)

Community Colleges	Program	Proprietary School
Belleville	Cosmetology	Coiffure School of Beauty Culture
Black Hawk, Quad City	Cosmetology	Cele Whan Academy of Beauty Culture
		Moline Beauty School
		Rock Island Beauty School
		Sterling School of Cosmetology
	Tool & Die Design	Rock Island Vocational School
	Barbering	Madison Barber School
		Lincoln Barber School
Black Hawk, E.	Cosmetology	Cele Whan Academy of Beauty Culture
Danville	Cosmetology	Danville Beauty School
Highland	Cosmetology	LaMolo School of Beauty Culture
*Illinois Eastern	Cosmetology	Richland Academy of Beauty - Olney
		Coleburn Academy of Beauty - Mt. Carmel
Ill. Valley	Cosmetology	LaSalle School of Beauty
John Wood	Accounting	Gem City College
	Air Cond./Heating	Quincy Technical School
	Auto & Diesel Tech.	Quincy Technical School
	Auto Body Repair	Quincy Technical School
	Drafting & Design	Quincy Technical School
	Fashion Merchandising	Gem City College
	Horology	Gem City College
	Secretarial Sciences & Clerk Typist	Gem City College
	Welding	Quincy Technical School
Lewis & Clark	Cosmetology	Kitzmiller Beauty College
		Benton's School of Hair Design
		Alvareita's College of Cosmetology
Rend Lake	Cosmetology	Richland Academy of Beauty Culture
Parkland	Cosmetology	Avenue Academy of Cosmetology
		Beau Monde School of Beauty Culture
Sauk Valley	Cosmetology	Sterling School of Beauty
Southeastern	Cosmetology	Harrisburg School of Beauty Culture
Spoon River	Cosmetology	International Beauty Academy

*Includes Wabash Valley & Olney Central campuses.

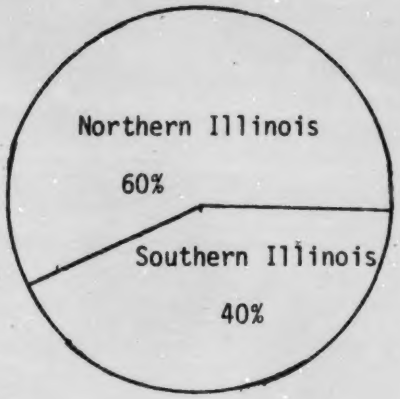
Graph 2

Patterns of Vocational Contracts in Illinois - 1977/78

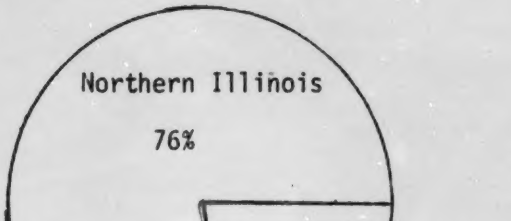


Distribution of General Population
(N = Approx. 11 million)

*Northern Illinois defined as portions of the State north of U.S. Highway 36.



Distribution of Public Community Colleges Engaged in Contracting
(N = 15)



Distribution of Approved Contracts in 1977/78
(N = 34)

Table 5

Number of Different Proprietary Schools Cooperating With Individual Community Colleges by Discrete Programs

	No. of Community Colleges	No. of Different Prop. Schools	Percent	No. of Discrete Programs
	11	one	60%	1
	2	two	20%	12*
	1	three	10%	1
	0	four		
	0	five		
	0	six		
	1	seven	10%	3
TOTAL	15		100%	17

*Includes John Wood Community College contracts in 11 programs and two proprietary schools.

According to Table 6, contracting community colleges tend to be smaller in enrollment size than non-contracting community colleges. Of the 15 contracting community colleges in 1977-78, 11 (73 percent) had Fall Semester FTE enrollments of less than 3,500. Only 40 percent of the non-contracting community colleges had Fall FTE enrollments of less than 3,500.

Populations Served

Of the different types of populations reached by contracting, nine of 15 community colleges (60 percent) were predominately rural clientele. Twenty seven percent of the contracts served both urban and rural areas; while thirteen percent provided training in urban areas (see Table 7).

Table 6

Comparison of Non-Contracting and Contracting Community Colleges by Fall Semester FTE Enrollment - 1977/78

N = 50 campuses*

Incremental FTE Enrollment	Non-Contracting Comm. Colleges		Contracting Comm. Colleges	
	Frequency	Percent	Frequency	Percent
500 - 1,999	9	26%	6	40%
2,000 - 3,499	5	14%	5	33%
3,500 - 4,999	14	40%	3	20%
5,000 - 6,499	3	9%	1	7%
6,500 - up	4	11%	0	0%
TOTAL	35	100%	15	100%

*Excludes East St. Louis Community College

Source: Operating Finance Report for 1977-78. Illinois Community College Board, 1978.

Table 7

Types of Populations Served by Contracted Programs in Community College Districts

N = 25

Populations	Frequency	Percent
Urban (300,000 and up)	2	13%
Urban and Rural (150,000 - 299,999)	4	27%
Rural (149,999 and below)	9	60%
TOTAL	15	100%

Source: Department of Adult, Vocational and Technical Education, One and Five Year Plan Data, 1977-78.

Profile of Contracting Proprietary Schools

Sixteen (16) of 24 different proprietary schools involved in contracting with community colleges were interviewed for the purposes of this investigation.

The overwhelming majority (95 percent) of proprietary schools in Illinois were not engaged in contracting whatsoever.

Seven of 24 (32 percent) responding proprietary institutions were corporations; 13 were sole proprietorships (55 percent); and three were partnerships (13 percent).

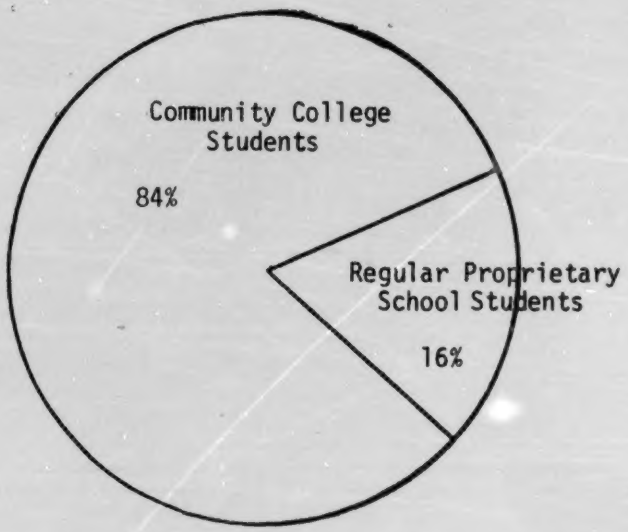
According to the data of the 24 different contracting proprietary schools, three (13 percent) held agreements with more than one community college. Ten of the contracting proprietary schools (42 percent) were commonly owned or affiliated with one of six different proprietary school chains.

Contracting proprietary school owners indicated that at least 84 percent of their total enrollment was composed of community college students (see Graph 3).

Graph 3

Distribution of Regular Proprietary School Students
to Community College Students

N = 16



Proprietary School Interest in Contracting

According to Table 8, about three quarters (152 of 205) of the proprietary institutions in the state indicated they would be interested in cooperative and/or contractual arrangements in offering instruction with an area community college after administrative and financial matters were clarified. Fifty-three of 205 (26 percent) would not be in favor of such arrangements. As noted in Table 8, there was an equal percentage distribution among all types of proprietary schools responding YES.

Table 8

Extent of Proprietary School Interest in Contracting

N = 205

Response	School Type								Overall Total	
	Barber & Beauty		Business		Trade & Industry		Other			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
YES	54	74%	24	77%	51	73%	23	74%	152	74%
NO	19	26%	7	23%	19	27%	8	26%	53	26%
TOTAL	73	100%	31	100%	70	100%	31	100%	205	100%

Source: Illinois Proprietary School Directory Questionnaire, Question #21. (See Appendix A for Questionnaire.)

Those proprietary school owners responding YES explained that the primary reason for contracting was to ensure proper training for job readiness skills for a specific field of work. The second most frequent response was that proprietary schools offer more practical training than do community colleges for the same program. It was also suggested that community colleges spend too much time teaching the theoretical aspects of a program duplicated at a proprietary institution. Tables 9 and 10 list the differing explanations in support or opposition to contracting as perceived by proprietary school owners.

Table 9

Explanations Given by Proprietary School Owners In Support of Contracting With Community Colleges

Explanations	Frequency
1. Community college students could benefit from specific job-oriented training.	11
2. Interested in serving all needs of students and the community.	5
3. Community college students could benefit from more practical experience and less theory in program training.	5
4. Avoids program duplication; utilizes existing resources; saves taxpayers money.	4
5. Proprietary school contract price would be less expensive per student than duplicated community college program.	3
6. Proprietary school has available space and time slots.	3
7. Interested, but don't know anything about contracting.	2
8. Could get college credit.	2
9. Could receive additional revenues from State funds.	1
10. Could eliminate duplicate programs in greater Chicago area.	1
11. Program not duplicated at local community colleges.	1
12. Community college could have a "turn-key" start-up of new vocational program.	1
13. Could assist community colleges with their adult-continuing education programs.	1

Table 10

Explanations Given by Proprietary School Owners In Opposition of Contracting With Community Colleges

	Explanations	Frequency
1.	Community college in area already has its own cosmetology program.	3
2.	Already contract with local high school.	3
3.	Community colleges not committed to or unwilling to cooperate.	2
4.	Would like to, but afraid of losing autonomy, flexibility, and integrity of curriculum.	1
5.	Proprietary schools not committed to concept.	1
6.	Community college calendar does not fit ours.	1
7.	No space available, already have waiting list for our own students.	1
8.	Contracting would not fit into our trade (Barbering).	1
9.	Contracting is illegal.	1

Conditions Affecting Proprietary Schools' Capacity to Contract

The proprietary school owners interviewed were asked what sets of conditions or factors facilitated and inhibited their capacity to contract with community colleges. The most common facilitating response was a need to meet competition. The most critical obstacle to contracting was a lack of commitment and cooperation by local community college officials toward any efforts to cooperate (see Tables 11 and 12).

Table 11

Facilitating Factors Affecting the Proprietary School's Capacity to Contract with a Community College

Factor in Rank Order	Frequency
1. Need to meet existing competition.	15
2. Lower tuition for students.	13
3. Need to increase income (profits).	13
4. Common interests with community college.	12
5. Need to serve more students in community.	12
6. Physical proximity to community college.	12
7. Need to maximize program usage.	12
8. No threat to institutional autonomy.	11
9. Program quality maintained.	10
10. Enrollment below capacity.	9
11. Relative ease of contract supervision.	9
12. Increased availability to existing federal and state student financial assistance through the community college.	9
13. Prestige of school enhanced.	8
14. Commitment to cooperative endeavors.	8
15. Increased availability of state funds.	8
16. Need to survive.	7
17. Marginal costs not substantially increased.	6
18. Changing attitudes toward cooperation.	5
19. Overall student quality improved.	1

Note. Based on responses from 16 of 24 proprietary school owners involved in cooperative contractual agreements with community colleges during 1977-78.

Table 12

Inhibiting Factors Affecting the Proprietary School's Capacity to Contract with a Community College

Factor in Rank Order	Frequency
1. Lack of cooperation and commitment from community colleges.	15
2. Lack of information and studies relating to contracting.	13
3. Incompatibility of goals and purposes.	13
4. Fear of loss of identity (and/or autonomy).	12
5. Traditional concept of isolation from other higher education institutions.	11
6. Inherent jealousy between public and private institutions.	10
7. Tuition, calendar, schedule, student policies, procedural differences between institutions.	9
8. Time, energy and resources needed to operate a joint project may be greater than benefits.	9
9. Problems of communication between institutions.	7
10. Distance separating proprietary school from community college.	6
11. Limited physical space to add more students.	3

Note. Based on responses from 16 of 24 proprietary school owners involved in cooperative contractual agreements with community colleges during 1977-78.

Even though many proprietary school owners feared the loss of institutional autonomy and flexibility, 13 of 16 contracting proprietary institutions (81 percent) disagreed with this premise (see Table 13).

Table 13

Extent to Which Proprietary School Autonomy Has Been Eroded As A Result of Cooperative Contractual Agreements

N = 16

Rating	Frequency	Percent
Not at all	13	81%
Slightly	2	13%
Moderately	1	6%
Very Much so	0	---
TOTAL	16	100%

Operational Problems Associated with Contracting

The majority of contracting proprietary school owners contacted expressed no problems with operating their cooperative arrangements. The only minor problems indicated were with differences in institutional procedures involving registration, grade reporting, and the like. Table 14 delineates the most common problems (in rank order) associated with contracting.

Proprietary school owners were asked to respond specifically to any student services problems associated with contracting. According to Table 15, student notification of registration procedures and lack of information about on-campus activities were the most frequently cited problems.

Proprietary school owners interviewed perceived that their contract was a permanent (76 percent) as opposed to temporary policy within the total participating community college's instructional programming. Graph 4 illustrates these findings.

Table 14

General Operational Problems Associated With Contracted Programs as Perceived by Proprietary Schools

	Problem in Rank Order	Frequency
1.	Operational problems caused by differences in institutional procedures (admissions, grade reporting, tuition, financial aid, schedules, etc.).	15
2.	Students attending from the community college lack information on registration procedures and student activities.	10
3.	No problems have developed.	12
4.	Poor communication between participating institutions on operational matters.	8
5.	Slowness in receiving payment from the community college.	8
6.	Takes too much administrative time.	7
7.	Community college does not fully cooperate.	5
8.	Personality conflicts between proprietary school owners and community college contact person.	4
9.	Objection to the community college evaluating proprietary school instructors.	3
10.	Community college tends to dominate.	2
11.	Getting contract price increase approved by the community college local board.	1

Note. Based on responses from 16 of 24 proprietary school owners involved in cooperative contractual agreements with community colleges during 1977-78.

Table 15

Student Services Problems Associated With Contracted Programs as Perceived by Proprietary Schools

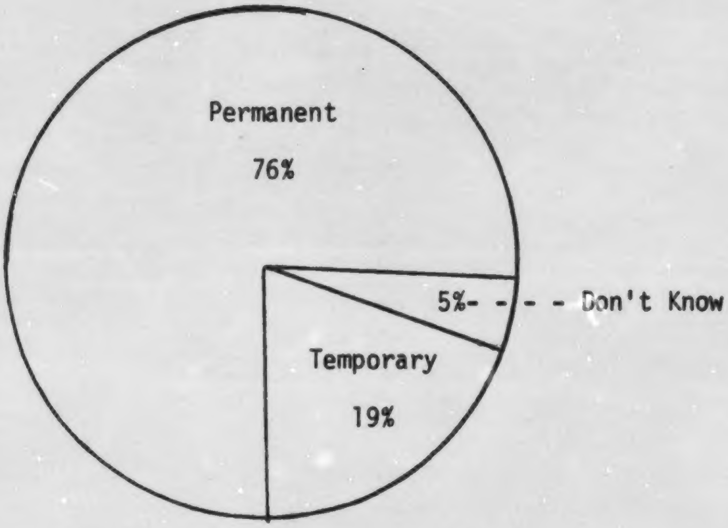
Problems in Rank Order	Frequency
1. Lack of information on student activities at community college; poor participation in community college student activities.	15
2. Attendance and grade reporting to community college.	14
3. Lack of information on registration procedures at community college.	13
4. No problems have developed.	9
5. Lack of career guidance and advisement.	9
6. Personal counseling services.	7
7. Student job placement.	6
8. Veterans' assistance.	5
9. Financial aids.	4
10. Recruiting and admissions.	3

Note. Based on responses from 16 of 24 proprietary school owners involved in cooperative contractual agreements with community colleges during 1977-78.

Graph 4

Extent to Which Proprietary School Owners Perceive that Contracting with Community Colleges will be Permanent as Opposed to Temporary Policy

N = 16



It was reported earlier that 84 percent of the total enrollments of contracting proprietary schools were dominated by cooperating community college students. Because this fact was determined, proprietary school owners were questioned to answer: "Could your school survive economically without contracting with a community college?" Graph 5 shows that nine of 16 respondents (56 percent) said NO they could not survive.

Cost Analysis of Contracted Programs

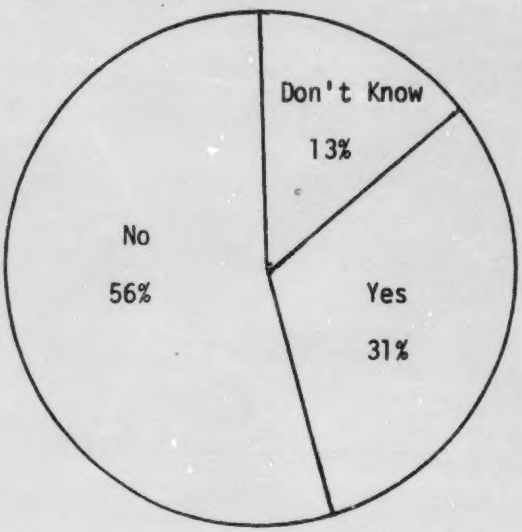
One of the important objectives of this study was to analyze certain costs associated with contracted programs as compared to traditional campus-based programs in community colleges. Several problems were inherent in finding data to provide a comparison:

1. Reluctance on the part of proprietary school owners to discuss revenues and expenditures of contracted programs.
2. Reluctance on the part of community college administrators to discuss costs and savings of contracted programs.

Graph 5

Extent to Which Proprietary School Owners Perceive They Could Survive Economically Without Contracting

N = 16



3. Difficulty in surmizing a common denominator for unit instructional costs among community colleges and proprietary schools.

4. Difficulty in measuring community college administrative and support service costs for the purpose of finding total costs of contracting.

5. There are many non-measurable indirect costs and benefits associated with both methods of program delivery (i.e., start-up costs, equipment amortization, saving by not building, etc.).

Staff consultant Dr. Bill Appelgate and Associate Director Terry Barnes traveled to California for an opportunity to discuss these issues with researchers from the office of the State Auditor General.

The Auditor General was undertaking an investigation similar to ours. Their final report (1978) indicated that considerable cost savings existed between contracted programs and traditional campus-based programs in California. Through audited records the Auditor General discovered discrepancies between flat-rate vocational programs reimbursement claims by local educational agencies and net instructional costs associated with contracting. Since reimbursement formulas were calculated on higher-cost traditional campus-based instructional programming, local community college administrators reallocated the savings realized from lower-cost contracted programs to other more expensive programs within the same HEGIS or OE Occupational Code number.

Generally we received mixed answers from community college sources regarding the extent of cost-savings by contracting over traditional instructional programming. In a straw vote, contracting community college educators perceived that there were definite savings involved in cooperating with a proprietary school. As was anticipated, non-contracting community college officials simply disagreed.

In an attempt to substantiate these claims, current and relevant data was gathered. The following primary and secondary data sources were used:

1. Illinois Community College Board documents:
    a. Operating Finance Reports, 1977-78.
    b. Instructional Unit Costing Report, 1977-78.
2. Department of Adult, Vocational and Technical Education Local One and Five Year Plans.
3. Illinois Proprietary School Directory - 1978.
4. Personal interviews with contracting proprietary school owners and community college administrators.
5. Review of literature.

Unfortunately, at this early period in the history of contracting among Illinois community colleges and proprietary schools, exceedingly small N sizes prevented appropriate cost analysis of any program except cosmetology.

Cosmetology Program

As displayed in Table 16 the average tuition charged by 101 cosmetology schools in 1977-78 was $1,025 per student per year, with 63 (62 percent) schools charging less than $1,050 for a nine-month 1,500 contact-hour program. Eleven of 14 (80 percent) contracting proprietary schools accounted for tuition charges of $1,050 or less. Therefore the data suggested that contracting cosmetology schools charge less tuition than the average of all cosmetology schools (mean of $833).

Table 16

Comparison of Non-Contracting and Contracting Proprietary School's Annual Tuition Charges by Cosmetology Program*
1977-78

Incremental Tuition $	Non-Contracting Cosmetology Schools		Contracting Cosmetology Schools	
	Frequency	Percent	Frequency	Percent
$ 250 - 449	4	4%	1	7%
450 - 649	3	3%	2	14%
650 - 849	23	23%	6	44%
850 - 1,049	33	32%	2	14%
1,050 - 1,249	18	18%	2	14%
1,250 - 1,449	7	7%	0	0%
1,450 - 1,649	7	7%	1	7%
1,650 - 1,849	4	4%	0	0%
1,850 - 2,049	0	0%	0	0%
2,050 - 2,250	2	2%	0	0%
TOTAL	101	100%	14	100%
LOW	$ 250		$ 325	
MEAN	$1,025		$ 833	
HIGH	$2,165		$1,500	

*Does not include other supplemental fees, uniforms, and supply kit costs.

Sources: 1978 Illinois Proprietary School Directory. USOE Proprietary Education Project. Carbondale, Illinois: Department of Vocational Education Studies, College of Education, Southern Illinois University, 1978.

Responses from 14 of 24 proprietary school owners involved in contracting their cosmetology programs with community colleges.

Fourteen of 16 contracting cosmetology schools agreed to supply the project with their contract price per student per year. Table 17 indicates that in 1977-78 contract costs to community colleges for cosmetology programs ranged from a low of $325 to a high of $1,500 per student per year. The mean was $833.

Table 17

Cost Analysis of Contracted Cosmetology Programs
Per Student/Academic Year*
1977-78

N = 14

Description	Ranges $		Mean
	Low	High	
Contract Price Charged by Cosmetology School to Community College (Represents costs to community college).	$325	$1,500	$833
Community College Student Tuition Applied to Contract Costs.	$225	$ 500	$375
Community College Funds Applied to Contract Costs (less student tuition income).	$100	$1,000	$458
Savings to Community College Student Over Proprietary Student.	$100	$1,000	$458

*Costs are approximated; does not include supplies and expenses.

Note. Based on responses from 14 proprietary schools and community colleges involved in cooperative contractual agreements during 1977-78.

According to the data, community college students' tuition generates approximately 45 percent of the revenue required to offset contracted institutional costs. Data from the 1977-78 Illinois Community College Operating Finance Report indicated that student tuition and fees, as a source of revenue for operating expenditures, represented 20.8 percent (p. 12).

In every case but two, proprietary schools charged community colleges the same tuition rate as to regular native students. In the two unique cases, the community college negotiated a contract rate lower than the established tuition charged to native proprietary students.

Costs for books, supplies, uniforms, and equipment ranged between $80 to $200 per student year. Contract arrangements varied among cooperating institutions. In some contracts community colleges paid required fees. In other contracts, students were charged accordingly.

Contracted cosmetology programs were usually converted by participating community colleges from the 1,500 required contact hours to a range of 30 to 42 semester hours of credit. The average credit hours for a nine-month program was 32 semester credit hours. The proportion of total contracted instructional costs paid from local and state community college funds averaged $458 (55 percent). According to the 1977-78 Illinois Community College Operating Finance Report (p. 12), 76 percent of State and local funds are allocated to operating expenditures including instruction.

The analysis suggested that, on the average, contracted cosmetology programs require fewer state and local revenue dollars based on the proportional percentage of total community college funds allocated to offset contract costs. Therefore, cost benefits occur by generating revenues greater than required expenditures. It is assumed these savings can be used to offset other high-cost programs, student services, and administrative costs.

1977-78 Illinois Community College Board Unit Costing Data indicated the average instructional costs per credit hour for 14 contracted cosmetology programs were less than three conventional on-campus cosmetology programs. Table 18 showed a $27.21 per credit hour savings in contracted cosmetology programs over traditional cosmetology programs.

Table 18

Comparison of Instructional Costs/Credit Hours for Contracted and Traditional Cosmetology Programs for FY 1977-78

Type of Delivery	Avg. Total Cr. Hrs./Yr.	Cost/Cr. Hr. Cosmetology Programs	Cost/Cr. Hr. All Occup. Programs	Cosmetology Costs As a Percent of Occup. Costs
Traditional (on-campus) N = 4	1283.7	$71.99	$58.53	122.9%
Contracted N = 14	1479.3	44.78	58.44	76.6 %
Difference or Savings		+$27.21	-$ .09	+ 46.3%

Source: Illinois Community College Board - Unit Costing Data, 1977-78.

The data also suggested that the estimated average student costs per year for contracted cosmetology programs was 61 percent less than estimated average student costs per year for similar campus-based community college programs (see Table 19). Coincidentally, Hyde (1976, p. 62) estimated in his 1974 study that the cost of instructor salaries alone might run as high as $1,000 per student per year for campus-based community college cosmetology programs. He also wrote that the average cost of cosmetology instruction for community college-delivered instruction was in excess of $2,000 per student per year.

Table 19

Comparison of Instructional Costs* of Contracted to Traditional Program Delivery for Cosmetology Area by Student/Academic Year for Illinois Community Colleges 1977-78

Description	N	Costs $		Mean
		Low	High	
Contracted	14	$ 325	$1,500	$ 833
Traditional On-Campus	4	$1,700	$2,600	$2,150

*Costs are estimated based on 32 semester credit hour programs multiplied by net instructional cost per credit hour reported in 1977-78 Illinois Community College Board Unit Costing Data. Does not include administrative and support costs allocated to instruction costs, amortization of equipment, start-up cost, or related indirect and opportunity costs.

Note. Contracted program costs were based on responses from 14 proprietary schools and community colleges involved in contracting during 1977-78.

Table 20 illustrates the allocation of revenues to contract price costs for a hypothetical contract between a community college and proprietary school. State and local funds are approximated only for descriptive purposes in this simplified example.

Proprietary School Satisfaction With Contracting

Proprietary school owners interviewed were satisfied with the results of their cooperative arrangements. Table 21 shows that 13 of 16 (81 percent) owners were pleased with general aspects of contracting.

Table 20

Sources and Uses of Funds for a Hypothetical Contracted Cosmetology Program

Sources of Funds	Uses of Funds
Student Tuition	Contract Price (Costs)
State Appropriation	Associated Administrative Support Costs
Local Property Tax	
DAVTE Grants	

Contracting Formula: ST + CCR - PCCAS - PCP = SAVINGS

ST = Student Tuition
CCR = Community College Revenue (State, Local Property Tax, DAVTE)
PCP = Proprietary Contract Price
PCCAS = Proportion of Community College Administrative Support Costs

Example: Contract Price = $1,000/student/year
ST + CCR - PCCAS - PCP = SAVINGS

$400 + $1,000 - $100 - $1,000 = $300

Example: Contract Price = $50/cr. hr.
ST + CCR - PCCAS - PCP = SAVINGS

$12 + $70 - $10 - $50 = $22

Table 21

Proprietary School Satisfaction With Cooperative Contractual Agreements with Community Colleges*

Degree of Satisfaction	Responses	Percent
Happy	13	81%
Unhappy	2	13%
No Opinion	1	6%
TOTAL	16	100%

Note. Based on responses from 16 of 24 proprietary school owners involved in cooperative contractual agreements with community colleges during 1977-78.

Contract Specifications and Characteristics

Seven different specimens of existing operational agreements were secured for the purposes of this question. Most of the contracts were similar in style and agreement format. The Illinois Community College Board developed a sample contract as early as October, 1974. This ICCB agreement format has generally served as a model for other cooperative contractual arrangements. The majority of proprietary school owners interviewed did not go to any expense for legal fees pursuant to contractual agreements with community colleges (see Appendix O).

In addition to minimum criteria required by the Illinois Board of Higher Education (see Appendix O), the sample contracts contained the following provisions, obligations, and agreements:

1. General Obligations of the Proprietary School
    - a. Provide educational services to students who have been approved by the community college registrar.
    - b. Provisions for equal and non-discriminatory services.
    - c. Provisions for length or term of the contract.
    - d. Contingency plan for currently enrolled community college students to continue until completion should the contract not be renewed.
    - e. Provision for price increases.
    - f. Provisions for certifying the enrollment of contract community college students attending the proprietary school.
2. General Obligations of the Community College
    - a. Provisions for paying the proprietary school for services rendered.
    - b. Provisions for paying lab and course-related fees.
    - c. Provisions for student withdrawal and refund schedule.
    - d. Provisions to set limits on charges other than agreed upon.
    - e. Provisions for installment payments.
    - f. Provisions for settling any errors, payments, or refund problems within a certain time.

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3. Joint Obligations

    a. Provisions for cancellation and termination of the contract.

4. Students

    a. Provisions for equal and non-discrimination of students.

    b. Provisions for student entitlement to the same course sections as regular proprietary students.

    c. Provisions for admission standards.

    d. Provisions for academic probation standards.

    e. Provisions for establishing student discipline policies.

    f. Provisions for student recordkeeping.

    g. Provisions for proprietary school student activity fees.

    h. Provisions for proprietary school housing fees.

    i. Provisions for proprietary school athletic activity fee.

    j. Provisions for library usage.

    k. Provisions for student debt collection.

    l. Provisions for placement service.

5. Faculty and Instruction

    a. Provisions for the community college to make good faith recommendations to the proprietary school concerning course content, faculty, and quality of instruction.

    b. Provisions for providing a course listing (schedule of classes) to the community college.

    c. Provisions for the community college to decline access to a course, prior to registration, provided by the proprietary school.

    d. Provisions for recommending new courses.

e. Provisions for good faith cooperation between parties in the evaluation process.

    1a. student evaluations

    1b. course content and outlines, syllabuses

    1c. outside evaluators (state, accreditation teams, etc.)

f. Provisions for the community college administration and supervision of the educational services provided by the proprietary school.

g. Provisions for the immediate supervision by the proprietary school.

h. Provisions for an advisory committee.

i. Provisions for the development of course and program performance objectives.

6. Degree and Certificate Requirements

    a. Provisions for determining degree and certificate requirements by the community college.

    b. Provisions for awarding degrees or certificates by the community college.

    c. Provisions for transferring community college credit back to the proprietary school at equivalent credit.

7. Miscellaneous

    a. Provisions for use of the proprietary school library by community college staff and board.

    b. Provisions for independent or joint pursuit of local, state, federal, private funds or grants.

    c. Provisions for purchase of liability insurance by the proprietary school.

    d. Provisions for an affirmative action promise by the proprietary school against its employees.

    e. Provisions for reporting and responding to clarifications in writing.

    f. Provisions for workman's compensation coverage for students.

    g. Provisions for providing barrier-free accessibility for physically handicapped students.

CONCLUSIONS

The findings of the study supported a series of conclusions concerning the nature of cooperative contractual agreements among Illinois community colleges and proprietary schools. Conclusions were categorized within each of the seven major areas of investigation identified throughout the study.

Patterns of Vocational Program Contracting

1. Cooperative contractual agreements among community colleges and proprietary schools were particularly appealing as a new way of dealing with new problems.
2. Contracting among Illinois public community colleges and proprietary schools appeared to be going through a time of testing and steady growth.
3. Few community colleges and proprietary schools in the state were actually engaged in contracting.
4. Cosmetology programs were most frequently contracted.
5. John Wood Community College, Quincy, Illinois, contracted nearly all of its trade and industry, business, and office occupations programs with proprietary schools.
6. The majority of contracts were located in the northern part of the state.
7. Most contracting community colleges had smaller than average FTE enrollments.
8. Most contracting community colleges served rural clientele.
9. Contracting proprietary school enrollments were more heavily concentrated with community college students than regular students.

Proprietary School Interest in Contracting

1. A large majority of all Illinois proprietary schools were seriously interested in cooperating with community colleges.

2. Most school owners felt that contracting insures proper consistency in skills preparation for specific careers. Also, contracting through proprietary schools offered more practical training for students than is perceived by community colleges.

Conditions Affecting Proprietary Schools' Capacity to Contract

1. Most proprietary school owners agreed that meeting declining enrollments caused by competition was the most impelling condition to cooperate.

2. A majority of owners felt that a lack of commitment and cooperation from local community college educators was a serious obstacle to initiating contractual agreements.

3. Few proprietary school owners seriously thought their autonomy, flexibility, and identity had really been eroded as a result of contracting.

Operational Problems Associated with Contracting

1. The majority of proprietary school owners expressed no serious problems with contracting.

2. The most common, but minor problem with contracting was differences in operational procedures involving registration and recordkeeping.

3. Most contracting proprietary school owners felt member community colleges should improve communications with their off-campus students.

4. The majority of proprietary school owners believed their contracts would become permanent, as opposed to temporary policy within community college instructional programming.

5. Most proprietary school owners felt they could not survive economically if their contract was terminated. Almost all agreed they are heavily dependent on contracting as their sole means of financial existence.

Cost-Analysis of Contracted Cosmetology Programs

1. Given the institutional differences, actual costs, savings, and benefits from contracting were difficult to measure.

2. Contracting cosmetology schools generally charged a lower tuition per student than do non-contracting cosmetology schools.

3. Credit hour cost estimates suggested that contracted cosmetology programs were less expensive to operate than conventional campus-based community college program delivery.

4. The estimated average instructional costs of a contracted cosmetology program is $833 per student per year. This figure compared to an estimated average of $2,150 per student per year at a campus-based community college cosmetology program.

Proprietary School Satisfaction with Contracting

1. Considering all factors, a large majority of contracting proprietary school owners were satisfied with the results of their cooperative arrangements.

Contract Specifications

1. A standardized model agreement format was developed by the Illinois Community College Board in 1974.

2. Most proprietary school owners expend little legal fees in entering into contractual agreements. Minor modifications are made to existing model agreement formats.

RECOMMENDATIONS

1. Basic enrollment data should be collected to determine the general characteristics of students attending programs operated under cooperative agreements among community colleges and proprietary schools.

2. State postsecondary vocational and postsecondary education agencies should increase their activity in determining the extent to which cooperative contractual arrangements are fulfilling the goals of utilizing existing resources while avoiding program duplication.

3. State level studies should actively seek to clarify and make more effective the role of educational planners in encouraging cooperative contractual agreements among community colleges and proprietary schools.

4. State vocational and postsecondary education agencies should provide dissemination information workshops for communicating the features, benefits, and limitations of contracting.

5. State vocational and postsecondary education agencies should sanction and fund a follow-up research project on the instructional effectiveness of contracted and conventional campus-based program delivery systems. Effectiveness should be measured by such indicators as student achievement, job placement, and satisfaction with training, etc.

6. State vocational and postsecondary education agencies should give strong consideration to funding a study of the relative efficiency of public community college districts and proprietary institutions in the area of vocational education. Such a study must overcome the difficulty that has plagued previous attempts to evaluate the relative worth of proprietary schools as an equal partner within the definition of postsecondary education and especially in contractual relationships.

7. A similar in-depth study should be funded to determine the perceptions of chief administrators of Illinois community colleges toward contracting with proprietary schools.

8. It is recommended that state vocational and postsecondary education agencies expand their involvement in planning, policy development, and expansion of vocational program contracting.

9. Incentives such as grants and special funding formulas should be implemented to stimulate the initiation of new or expanded contracted programs with proprietary schools.

10. A similar national study should be funded to determine the extent of similar contractual agreements among community colleges and proprietary schools within each state.

MODEL AGREEMENT FORMAT AND GUIDELINES FOR INITIATING CONTRACTUAL AGREEMENTS
for
PHASE III

Introduction

A model agreement format and guidelines for initiating contracting was developed based on the review of literature, findings from the investigation, conversations with cooperating administrators, and guidelines and procedures from the Illinois Community College Board. The primary purpose for this activity was to assist proprietary and community college educators in clearly understanding the various stages of contracting. Design of the model agreement format and guidelines drew upon related work by the Illinois Community College Board, Grupe (1975), Heath (1977), Dubuque (1977), and Upchurch (1977).

Impelling Pressures to Contract

Upchurch (1977) and Dubuque (1977) said the purpose of contracting is to assist member institutions to do things that they could not do alone. Cooperative planning and programming in vocational education receives impetus from leaders who believe that, by combining their efforts, they will achieve goals of importance to them, to their students, to their institutions, to the educational system, or to the community. Grupe (1975) stated that cooperation is not altruism. "It is congenial, but it must be directed at objectives that have relevance to the improvement of the educational process within the institution responsible for it" (p. 1).

Various authors such as Grupe (1975), Wilms (1973), Patterson (1974), Elliott (1974), Martorama (1976), Mathews (1974), Breneman (1971), Carnegie Commission (1972), and Hyde (1976) reflected on the changing environment and concluded that interinstitutional cooperation is inevitable. The following are arguments compelling the need for postsecondary institutional cooperation:

* The need to make postsecondary education more efficient in its use of human, material, and financial resources.

* The need to enrich and expand instructional and community service opportunities.

- The need for colleges to work together to stimulate innovative instructional techniques and program delivery.

- The need for instructional program improvement while avoiding unnecessary duplication of facilities, staff, and services.

- The need for treating all institutions as parts of a single system of local, state, and federal postsecondary educational policies.

- The need to articulate the movement of students among institutions.

- The need for positive counterbalances that challenge the integrity of institutional independence.

- The need to be responsive to the demands of taxpayers.

- The need to listen to the changing needs, interests, and circumstances of student cultures.

Incentives for Contracting

Several factors are believed to facilitate the initiation of contracted vocational programs. The following incentives are not rank-ordered to either proprietary schools or community colleges:

- Strengthens program flexibility by utilizing existing training facilities and instructor expertise.

- Shares costs and risks by minimizing the need to make capital investments in facilities and equipment.

- Achieves cost-benefits by generating revenues greater than expenditures. Marginal savings can be used to offset other high-cost programs.

- Enhances career alternatives for additional students who may not have had previous chances to attend a postsecondary institution.

- Capitalizes on the economies of scale through utilization of existing proprietary school facilities, equipment, and instructional staff.

- Generates instructional revenues that might not otherwise be available through the recruitment of regular tuition-paying students.

- Lowers actual student tuition for regular proprietary students desiring to enroll through the community college.

* Increases potential use of the Illinois State Scholarship program.

* Enhances institutional image and prestige.

* Extends "reverse transfer" credit options between either institution.

* Capitalizes on existing legal authorities and state policies and procedures.

* Enables institutional responsibility and action extension into other areas without diffusing autonomy.

* Responds to increased financial pressure without sacrificing program quality and diversity.

* Preserves and strengthens two or more viable institutions by assisting each to do what it wishes, but was unable to do effectivelywithin the limits of its own resources.

* Admits that neither institution is helpless or powerless.

* Shifts responsibility for keeping up with changing technology and labor market conditions.

* Expands width and breadth of usable student learning resources.

* Allows for "turn-key" start-up of new or expanded vocational programs.

* Provides institutional leaders opportunities to redirect time and energies into other needed community programs.

* Brings educational services closer to the people served by shortening travel distance and time parameters, particularly in rural-based districts.

* Encourages young students to stay in the area.

* Reduces potential personnel problems.

* Reduces faculty salary, fringe benefits, and administrative support costs.

* Promotes heterogeneity among students.

* Capitalizes on successful experiences of other institution.

* Enables as few as one or two students to participate; far below traditional break-even points.

- Reduces potential student recruiting and admission costs for proprietary schools.

- Provides collegiate identity and credit.

- Responds to public interests.

- Stabilizes slumping enrollments.

- Provides an innovative frontier for instructional program delivery.

Factors Inhibiting Contracting

Several factors are thought to obstruct the initiation of contracted vocational programs. The following limitations are not rank-ordered and are applicable to either proprietary schools or community colleges:

- Lack of time for administrative and staff coordination.

- Differences in institutional priorities and goals.

- Distance separating member institutions.

- Faculty and staff resistance.

- Threat to institutional autonomy.

- Differences in institutional academic calendars or schedules of classes.

- Threat to institutional prestige and identity.

- Difficulties due to differing internal forms of organization and capabilities.

- Lack of institutional cooperation and commitment.

- Differences in administrator personalities makes for less effective communication between institutions.

- Limited physical capacity and/or instructional training resources.

- Proliferation of the traditional concept of isolationism among institutions.

- Lack of information about contracting.

- Lack of appropriate long-range cooperative planning.

* Inherent jealousies between the two types of institutions.

* Negative criticism from accreditation agencies.

* Need to concentrate on existing problems, not create new ones.

* Reluctance to share areas of institutional strength.

* Student resistance.

* Reluctance to use public dollars for private for-profit education.

* Differences in institutional terminology.

* Personal criticism from non-contracting professional colleagues.

* Increased financial and enrollment dependence on one or the other institution.

* Additional student placement and follow-up requirement.

* Disparity between community college and regular proprietary school student tuition.

* Fear of community college meddling in proprietary school personnel and academic affairs.

* Refusal to accept increased layers of state bureaucracy.

* Lack of information on degree of cost/efficiency, effectiveness.

* Refusal to compromise program objectives.

* Reluctance to undertake immediate steps to equip institution to handle handicapped students.

It must be pointed out that the above factors encouraging and discouraging contracting are deliberately presented to challenge the differing perceptions of readers toward community college/proprietary school cooperation. Hopefully, readers can discern for themselves the relative importance of each point.

Life Cycle of Contracting

There appears to be an identifiable sequence of phases and supporting steps through which contracting can be transcended from exploration to successful implementation. The four phases discussed are: Exploration, Formulation, Trial Operation, and Refinement.

Phase One: Exploration

1. At least one individual (preferably the president of the community college and/or owner of the proprietary school) should recognize a need for and be willing to initiate the effort to engage in contracting.

In the exploratory stage institutional commitment to cooperate is crystallized through in-house discussion and explanations. Research data to determine all possible inputs, processes, and outputs are conceptualized. A sense of direction must be realized.

2. Potential community colleges and/or proprietary school participants should be identified.

Several criteria may be used by community colleges in selecting or evaluating available proprietary schools for possible contractual agreements. Not only is this planning step important for community colleges, but proprietary schools should expect to share and be evaluated on the following types of information:

- School catalog.
- School facilities and equipment.
- Employer perceptions about student teaching.
- Alumni satisfaction toward school.
- Financial and business operating statements.
- Financial references.
- State approving agency evaluation reports.
- Regular student satisfaction toward school.
- Program and course objectives, syllabuses, and teaching materials.
- Instructor and support staff credentials, as well as personal interviews with same.
- Other community colleges contracting with schools if a chain of proprietary schools.

3. Determine the extent of commitment toward contracting from prospective institutions.

Grupe (1975, pp. 29-30) provided some guidelines that should be of use in searching for committed contracting partners:

- A contract should be established only to accomplish definite objectives. It should not be established on a vague notion that contracting is somehow always beneficial to cooperating institutions.
- A contract should be established only when there is a real mutual desire to accomplish goals that can only be achieved cooperatively.
- A contract should be established only when the programs require continuous operation, central coordination, and creative leadership.
- A contract should be established only if the participating institutions can agree to treat the cooperative arrangements as extensions of the individual institution's mission, rather than as incidental supplements to these institutions.
- A contract should be established only if the institution will accept the premise that the successful growth of the arrangement will require financial and academic support from the participants.
- A contract should be established only if the institutions can agree to support it for at least three years.
- A contract should be established only if a spirit of mutual confidence and professional respect exists among the institutions.

If these criteria are answered affirmatively, then further planning clearly is in order with acceptable institutions.

Phase Two: Formulation of Contract

1. A planning committee of the community college president, proprietary school owners, and other institutional representatives such as directors of occupational education, division chairpersons, student services coordinators, and registrars should be appointed to identify the goals of the contractual arrangements, to plan its organizations, to develop tentative program priorities, and to propose an initial cost analysis.

This group should not only formulate broad purposes into a working agreement, but also agree on operating principles. Although some will be obvious, Grupe (1975, p. 32) outlined the following applicable points:

* Contracted programs should support and enhance the vocational programs of participating institutions, not compete with them.

* Contracted programs should be those that can best be conducted cooperatively.

* Contracted programs should have significance for member institutions.

* Contracted programs should be related to the broader goals and priorities of the individual institutions. They should represent an extension of the instructional programming of the member institutions.

* The contract should be within the scope of the prospective financial resources of the member institutions.

* As many of the financial and administrative responsibilities and controls should be spelled out in advance as much as possible.
  (Ex.: cross-registration, student support services, V.A., financial aids, grade reporting, attendance, billing and payment, etc.)

2. Develop a written list of performance objectives.

These statements of objectives may be drawn from the beforementioned list of incentives facilitating contracting. Contract objectives will serve to facilitate individual priorities addressed in the formal agreement.

3. Develop a formal contractual agreement between the participating institutions.

Developing an actual contractual agreement between a community college and proprietary school is not as difficult as it might appear. Specifications abstracted from a cosmetology program agreement currently in operation in Illinois are presented in Appendix O. A model agreement format is also shown (see Appendix O).

Since the model agreement format is from an actual Illinois Community College Board approved vocational program, it is assumed that all required criteria are included according to Illinois policy (see Appendix P for criteria). Of course other states will differ in policy and procedures, so readers can use their own discretion.

Other Considerations Relating to Model Agreement Format

Length of Contract

The term or length of the contract is an important consideration before entering into a contract. Some community colleges favor a year-to-year contract with proprietary schools. From the perspective of the contracting community college, such a short-term obligation fosters flexibility yet the community college position is weakened should the proprietary school suddenly decide not to provide spaces or continue contracting. From the point of view of the cooperating proprietary school, one-year contracts are desirable in order to guarantee that pricing of contracted programs will reflect inflationary and other unanticipated increased costs. Another argument suggests that an institution is victimized if it does not have assurance of long-term continuity. This is particularly true where additional resources are secured to accommodate the ingression of new community college students into contracted programs.

Payment for Services by Community College

The community college student attending a contracted program pays the regular tuition rate per credit hour as an in-district resident (or out-of-district as applicable). The contracting proprietary schools are in turn paid by the community college in one of the more common methods: (1) fixed- or flat-rate/credit hour; (2) fixed program charge; (3) variable rate/credit hour.

1. Fixed- or Flat-Rate/Credit Hour. Typically, contracting community colleges and proprietary schools will agree on a set payment amount regardless of the number of credit hours produced by the proprietary school. The most common method is Fixed- or Flat-Rate. The fixed-rate is derived from taking the full contract tuition price divided by total program credit hours established by the community college. For example, if a proprietary school charges \$900 tuition for a nine-month contracted cosmetology program and the community college equates the nine-month program to a total of 30 semester credit hours, the fixed- or flat-rate/credit hour paid by the community college would equal \$30 per semester credit hour (\$900 ÷ 30 = \$30). If the community college student pays \$10 per credit hour to attend a contracted cosmetology program at the proprietary school, the community college will pay the difference of \$20/credit hour (\$30 - \$10 = \$20) from local and state revenues.

There are several advantages to a flat-rate/credit hour payment schedule:

a. Bookkeeping is easier for both cooperating institutions since payment to the proprietary school is simply found by multiplying the total credit hours generated by the flat-rate price per credit hour.

b. On the average, the proprietary school assumes less risk if the number of community college enrollees fluctuates.

c. The proprietary school will realize increased marginal revenue over marginal costs if larger than projected numbers of community college students are enrolled.

The disadvantages of fixed- or flat-rate/credit hours payment includes:

a. The proprietary school will realize decreased marginal revenues over marginal costs if smaller than projected numbers of community college students are enrolled.

2. Fixed Program Charge. Some contracts are negotiated on a fixed program rate rather than breaking the proprietary schools down into a credit hour basis. Proprietary schools will simply charge the community college on an annual or semester basis per student enrolled. For example, if the tuition on a contracted cosmetology program is $900 for nine months, the community college remits $900 per student. For internal accounting and state reporting systems, the community college will break out the $900 figure into credit hour production as in the flat-rate per credit hour method. The same advantages and disadvantages are applicable.

3. Variable-Rate/Credit Hour. By this method, proprietary schools are paid on the basis of range of credit hour production. A decreasing variable rate recognizes cost effectiveness of large numbers of students. The variable rate concept accounts for changing enrollment patterns and other expense factors for individual contracted programs.

For example, the current rate could be $50 per credit hour for the first 6000 credit hours; $40 for the next 4000 credit hours; $30 for the next 2000 credit hours; and $20 for the next 2000 hours. The purpose of this method is to offset increased marginal costs associated with heavier than expected enrollments in contracted programs. Further, this type of negotiated rate reflects the individual uniqueness of each proprietary situation and circumstance.

The advantages of the variable-rate/credit hour method are:

a. Accommodates the proprietary school when marginal costs increase with increased community college student enrollment.

b. Accommodates the community college when enrollment fluctuates.

Disadvantages of the variable-rate/credit hour method would include the following:

a. Recordkeeping costs can increase.

b. Difficult to calculate and ascertain sliding scale interval rates.

c. The community college may pay a higher rate when fewer students are enrolled than previously budgeted.

Student Support Services

It is imperative that individual institutions agree on appropriate divisions of responsibility and coordination involving student support services. Since a small group of students receives its training off-campus at the proprietary school, these trainees are still eligible for the full complement of student services and activities offered by the "home" community college. It is suggested that the agreement should delineate specific obligations for the following areas:

1. Screening, selection, and admission standards
2. Counseling and career planning
3. Registration and scheduling
4. Job placement services
5. Academic probation
6. Student discipline
7. Financial assistance and veterans' services
8. Maintaining permanent records (transcript)
9. Student activities
10. Conducting follow-up studies of students leaving contracted program
11. Providing special tutoring services
12. Program calendar (starting and ending time)

Prospective students may make initial contact with either the community college or the cooperating proprietary school for initial program information. Students make application and are admitted to the cooperating community college as any other student. Upon admission, each student consults with the community college counselor or program advisor to establish an educational program. As part of the counseling/advising session, the student's financial, V.A. benefits, and other needs are determined. Copies of the student's enrollment (registration) form are sent to the contracting proprietary school. Students pay regular tuition and activity fees according to the community college schedule. Each student is usually responsible for providing transportation, purchasing a uniform(s), supplies and equipment, kits, books, and other items from the participating proprietary school unless otherwise directed in the contract.

When classes commence, the proprietary school owner simply enters the community college students' names on class lists with regular proprietary school students. Frequently, instructors are unable to differentiate community college students from regular proprietary school students. At designated reporting periods, as described in the contract, instructors submit attendance, mid-term, and final grades to the proprietary school administrator. These data on community college students are forwarded to the community college registrar for entry onto permanent records.

It is important that community college student services staff and counselors maintain contact with their students attending off-campus contracted programs. A full range of student services should be provided including counseling, financial aid, student government, student activities, and placement. Even though students are displaced from the physical community college campus, every attempt should be made to include all students in campus activities. Contracting students actually have the best of both worlds--opportunities to participate in all activities of each institution!

Terminology

Among the most common obstacles to initial planning and subsequent formal agreements are differences in education terminology. For the many different terms and concepts used by proprietary and community college institutions, working definitions must be agreed upon in advance.

The following terms and concepts can serve as a guide for improving communication between contracting partners:

School year
Academic year
Affective learning
Calendar year
Clock hour
Cognitive learning
Community college
Contact hour
Cooperative agreements

Contractual arrangements
Course of study
Course
Course objectives
Credit hours
Illinois Community College Board
Illinois Board of Higher Education
Illinois Office of Education
Department of Adult, Vocational, and Technical Education
Department of Registration and Education
One- and Five-Year State Plan
Individualized instruction
Laboratory experience (lab/shop)
Modules of instruction
Credit hours on quarter system
Credit hours on semester system
Performance-based objectives
Program costs
Cost of instruction
Program objectives
Program of study
Proprietary school
Psychomotor learning
F.T.E. (full-time equivalent)
Credit hours for contact hours
Lecture hours to laboratory hours
Credit hours for lecture hours
Credit hours for laboratory hours
Headcount
Session
Syllabus--Syllabi
Unit of instruction
Evaluation
Illinois State Plan
Vocational reimbursement
Contractor
Student services
Application for approval
Contract criteria
Needs assessment
Articulation
Illinois State Scholarship Commission
Campus-based program delivery
Collegiate common market
Illinois Master Plan
Course requirements
Program requirements
Flat-rate contract price
Sliding scale contract price
Academic probation
Certificate

Associate Degree
Student confidentiality of records
North Central Accreditation Association
Fees
Disadvantaged
Handicapped
Accessible for physically handicapped
Advisory committee
Full-time/part-time status
Admission standards
Degree requirements
General studies requirements
Staff development
Grades
Grade point average
Self-study
Occupational program
Methods of instruction
Refund policy
Vocational program
Technical program
Apprenticeship program
Cooperative work experience
Trade and industrial
Cost per student credit hour
Cost per student contact hour
Schedule of classes

Phase Three: Trial Operation

1. Engage in a pilot operation of limited time and scope.

As soon as the contractual agreement is approved by local and state authorities, member institutions should begin initial operations. Personnel responsible for coordinating and supervising the contract should think "open-ended." Communication should be frequent and free of rigidity. Thoughtful planning and close supervision are required.

2. Administrative functions must be effectively discharged to facilitate the achievement of contracted program objectives.

   - Member institutions should delegate appropriate administrative authority in order that responsibilities may be discharged effectively. Typically, the director of career or occupational education and/or a division chairman coordinates all community college affairs of contracting.

   - Effective communications within and between institutions is necessary for successful contracting.

* Member institutions should publish and distribute policy manuals and documents delineating operating procedures.

* Member institution personnel should meet regularly to review, discuss, and modify operating practices relating to the contractual agreement.

* Member institutions should prepare for local and state vocational program evaluations, accrediting agency reviews, and applicable federal and state laws regulating contracting.

3. Staff members of participating institutions must adequately fulfill objectives and carry out all functions related to contracting.

   * All staff members should be in-serviced to comprehend the significance of the contractual arrangement.

4. A vocational program advisory committee should be organized to effectively support and represent the occupational interests of the contracted program.

5. Review and evaluation should be conducted on a continuing, systematic basis as an integral part of contractual operations.

Responsibility for faculty evaluation and the right of access to instruments for faculty evaluation can pose a sensitive, but important, question to both contracting institutions. Generally, no serious conflicts should occur among community college coordinators and proprietary school owners in evaluating proprietary instructors. Most owners are willing to share teacher evaluation instruments. However, in some cases proprietary owners may be reticent to provide community college students an opportunity to evaluate their instructors.

6. An organized program of student personnel support services must be an integral part of the total contractual arrangement.

Procedures for effective coordination of student services programming must address the following priorities:

a. recruitment and admission
b. registration
c. guidance, counseling, and academic advisement
d. financial assistance
e. student activities
f. registration/records
g. placement and follow-up

The following scenario gives evidence for the impelling need for close coordination and supervision of student services programming within the framework of contracting.

7. Problems are inevitable during the trial operational phase.

The following problems can be predicted during the first operational year of contracting:

* Contradictory operating procedures (i.e., registration, grade-reporting, scheduling, billing and payment of contractual services, attendance reporting, audits).

* Other pressing institutional crises.

* Inadequate communication systems.

* Inadequate student support services.

* Additional time required to coordinate and supervise administrative affairs.

* Student quality may deteriorate.

* Poor personnel relations between institutions.

* Real and imagined threats to autonomy.

* Over-commitment of staff and financial resources.

* Additional state reports required.

* Additional recordkeeping required.

* Additional student placement and follow-up service requirements.

* Disparate qualifications of faculty.

Obviously, there are many more problems that could be listed. These represent most of the recurring problems as suggested by institutions presently engaged in contracting.

8. Appropriate catalog and program brochures should be designed and distributed.

Appendix Q shows sample catalog course descriptions, program outlines, and student information brochures designed by contracting institutions.

Phase Four: Refinement

This phase signals the end of a one- or two-year trial operational period. Generally speaking, contracting Illinois community colleges and proprietary schools are categorically placed in the refinement phase.

The refinement phase suggests institutional focus on sharpening the design of their contracted instructional programming. A decision to incorporate contracting as a local permanent policy should be a primary goal.

Measuring Contractual Effectiveness

The following guidelines can be used to measure the effectiveness of contracted programs:

- There must be evidence that the contracted program achieves reasonable success in meeting not only its objectives, but its students' needs.
- Data must be collected, analyzed, and disseminated showing how well contracted programs carry out their purposes.
- There must be evidence that the contracted program can reasonably be expected to continue to meet its stated objectives for the foreseeable future.
- The contracted program must be successful in avoiding negative outcomes of the educational process.

Indicators of Effectiveness

Effectiveness of a contracted program can be measured by the extent to which:

- Graduates obtain, hold, and advance in jobs related to their field of preparation.
- Graduates perceive their preparation has been relevant to employment needs.
- Employers perceive graduates have been well prepared for their jobs.
- Graduates are satisfied in their jobs.
- Students stopping out before graduation indicate that their career needs have been met.
- Former students return for training to continue or upgrade their skills.
- The contracted program enjoys a favorable reputation in the community and among employers.

* Former students refer potential students to the contracted program.

* Students are aware of the school's continuing interest in them.

* The contracted program has a good reputation among other similar institutions.

* Employer and occupational groups support the program in such ways as:
  -- Supplying training aids.
  -- Furnishing industry personnel as part-time instructors and consultants.

Indicators of Poor Outcomes

Negative outcomes of a contracted program can be measured by:

* Physical injury.

* Student failure.

* Withdrawal, absenteeism, and tardiness as a result of program problems.

* Expressed dissatisfaction of students, former students, employers, and community.

* Unsatisfactory placement records.

* Unsatisfactory job performance by graduates.

* Stigmatization of other similar institutions.

Additional variables can certainly be included. In fact, these indicators are no different than could be stated for any other instructional program.

Characteristics of Quality Contractual Agreements

Grupe (1975, p. 89), Dubuque (1977), Heath (1977a), and Upchurch (1977) suggest several characteristics that can be advanced to distinguish high quality contractual operations. Also, in most ways these qualities are no different than could be stated for any other educational project.

1. They are pragmatic.

Contracting recognizes the strengths and weaknesses of individual institutions, but at the same time attempts to expand the educational

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opportunities for additional students. Contracting avoids program duplication while utilizing existing resources.

2. They are creative.

Contracting connotes an ability to establish a new direction and orientation in improving mutual problems.

3. They are programmatic.

Contracting has year-to-year continuity and represents an accepted effective method of operation.

4. They are expert.

Contracts are created through persistent effort and a commitment of expertise.

5. They are academic in orientation.

Contracting institutions are generally more interested in achieving their primary goal--providing vocational career training for additional students rather than expounding on apparent cost-savings.

6. They are important to institution.

The purpose of contracting is to assist the members to accomplish goals that they could not do alone.

7. They are open-ended.

Contracting is most productive and effective when it deals with objectives which are relatively unrestrained.

8. They have tangible impact.

Contracting attracts additional students in need of occupational skills. Job placement is satisfactory. The program achieves its stated objectives.

9. They reinforce and strengthen existing programs.

Any inherent new operational problems associated with contracting eventually become standardized procedures within member institutions. Contracted and regular in-house programs capitalize primarily on activities that reinforce one another.

10. They are important to their communities.

Contracted programs are a creative source of trained manpower for labor needs of the community. The success of a high quality contracted program could be assessed by the outcry of community disappointment if abruptly terminated.

Summary and Conclusion

Clearly, most of the successful efforts at cooperation among community and proprietary schools are approached in such a way as to:

1. Recognize and incorporate the motivations of the individual institutions.
2. Aim for program improvement as well as cost reductions.
3. Think "open-ended." Cooperative agreements are most productive when they deal with objectives which are reasonably unrestricted.
4. Involve a broad array of campus personnel in planning, as opposed to developing a plan by a narrow group and trying to sell it.
5. Recognize the sensibilities of contracting partners: both are fearful of loss of autonomy and individual character.
6. Keep goals realistic and attainable. A contractual arrangement is not operated the same as a single institution.
7. Communicate.
8. In the long term, require that cooperating members have both utilitarian, rewarding, and problem-solving rationales for involvement.

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PHASE III

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APPENDICES

APPENDIX A

Directory Questionnaire

SIU

**Southern Illinois
University at Carbondale
Carbondale, Illinois 62901**

**Department of Vocational Education Studies
USOE Proprietary Education Project**

Dear

This school year, we are continuing a study of Illinois proprietary (private) schools entitled: Proprietary Education: Alternatives for Public Policy.

Similar to last year, one objective of this year's project is to develop a state-wide directory of proprietary schools. The directory would be used by various agencies, i.e., Comprehensive Employment Training Act (CETA), Veteran's Administration, Division of Vocational Rehabilitation (DVR), employment services and secondary school counselors.

Personnel involved in this project nave formed an Advisory Committee consisting of proprietary school presidents, State Community College Board, and Illinois Board of Higher Education, which endorse this study. Mr. W. G. Dubuque, president of Quincy Technical Schools, Mr. John J. Ippolito, president of Ippolito School of Cosmetology, and Mr. Dana F Colbert, president of Illinois Commercial College, are all members of the Advisory Committee and have endorsed this study as indicated in the attachment.

With your help in developing the directory, your school will receive state-wide exposure. Would you please complete the inventory on the inside according to the directions.

We look to you for help in furthering proprietary education in the state of Illinois. Upon completion of the directory, your school will receive a complimentary copy.

Sincerely,

Terry L Barnes

Terry L. Barnes
Associate Project Director

TLB:sah

PROPRIETARY SCHOOL INVENTORY FOR STATE-WIDE DIRECTORY

1. School: ______________________
2. Location: ______________________
Street or Box
____
City *County* *State* *Zip*
3. Check School Type:
— Voc./Tech.
— Business
— Beauty Culture
— Barber
— Self-Improvement
— Other ______________
4. Official Completing Form ______________________
5. Telephone: A/C (____) ______________

Direction for completing the Program portion of the Proprietary School Inventory for use in compiling a State-Wide Directory.

6. In column 6, labeled Program Title, please list the titles of all programs available at your institution, (i.e., Civil Engineering, Barber, Secretary, etc.)

7. In column 7, labeled Faculty to Student Ratio, please list the normal faculty to student ratio in each of your programs (i.e., 1 instructor to every 15 students; 1/15, etc.)

8. In column 8, labeled Admission Requirements, please indicate the admission requirements for each of your programs.

   A) Education (i.e., High School Diploma, GED, 8th grade, etc.)
   B) Minimum Age (16 yrs., etc.) required.
   C) Health Certificate required.
   D) Entrance Examination required. If so, what examination is used?
   E) Any other entrance requirement, please list.

9. In column 9, labeled Program (Course) Characteristics, please check (✓):

   A) whether or not homestudy (correspondence courses) is an option in addition to resident instruction.
   B) if students may enroll as full-time students in the programs for *Day* classes only (check D). *Evening* classes only (check E), or for both *Day* and *Evening* Classes (Check DE)
   C) if students may enroll as part time students in the program for *Day* classes only (check D). *Evening* classes only (check E), for both *Day* and *Evening* classes (check DE), or for *Weekend* classes (check WK).
   D) at what time/times of the year a student may begin program (daily, weekly, quarterly, annually, etc.).
   E) the *Full-Time* Program Length of your programs in weeks, and total contact hours of instruction.

10. In column 10, labeled Program Costs, please indicate:

   A) Tuition cost to complete the full-time program.
   B) Fees charged to complete the full-time program (registration, laboratory, lockers, graduation)
   C) Any other materials that students are normally required to purchase: books, supplies, equipment, uniforms, etc. (DO NOT INCLUDE LIVING EXPENSE)

11. In column 11, labeled Employment Objectives or Job Trained for by Program, please list the job or occupation that the program trains students to enter (i.e., Program Title, Income Tax Courses, Job Trained for by Programs—Income Tax Preparers).

	(6) Program Title	(7) Faculty To Student Ratio	(8) Admission Requirements	(9) Program Characteristics												(10) Full-Time Program Cost			(11) Employment Objectives
				(A) Homestudy Option (✓)	Enrollment Option							(D) Programs Start	(E) Full-Time Program Length						
					(B) Full-Time (✓)			(C) Part-Time (✓)								(A) Tuition	(B) Fees	(C) Other	
					D	E	D/E	D	E	D/E	W/K		Weeks	Hours					

PLEASE COMPLETE THE FOLLOWING ITEMS

12. What State Agency approves your institution?

___ Illinois Office of Education

___ Illinois Department of Registration and Education

___ Illinois Office of the Secretary of State

___ Other Agency, please identify below

____

13. Is your school approved by any Federal agency? ___ Yes ___ No

If your answer to this question is Yes, please identify the Federal agency below.

____

14. Is your school accredited by any national accrediting bodies? ___ Yes ___ No

If your school is nationally accredited, please list the accrediting body or bodies below.

____

15. Is your school a member of any State association(s)? ___ Yes ___ No If your answer to this question is Yes, please list the association(s) below.

____

____

16. In what year was your school first established? ______________

17. Please check the types of financial aids listed below that are available to your students.

___ Basic Education Opportunity Grant (BEOG)

___ Supplemental Education Opportunity Grant (SEOG)

___ Illinois State Scholarship

___ State Guaranteed Loan

___ Division of Vocational Rehabilitation (DVR)

___ Deferred payment plan by your school

___ Part-Time job placement service by your school

___ Comprehensive Employment and Training Act (CETA)

___ National Defense Student Loan (NDSL)

___ Federally Insured Student Loan

___ Federal Work Study

___ Veterans Administration (G.I. Bill)

___ Social Security

___ Other Financial Aid, please identify

____

18. Please check the types of student services provided by your school.

___ Job Placement for Graduates

___ Housing Information

___ Personal Counseling

___ Tuition and/or Fees Refund Policy

___ Other Services, please specify below

____

19. Is your school currently engaged in any contractual arrangements to provide instruction or other services to area community colleges? ___ Yes ___ No

20. If your answer to question 12 was Yes, please list the contracted programs and the community college(s) involved.

____

____

21. If you are not currently engaged in contractual arrangements to provide instruction or other services to area community colleges, would you be interested in doing so in the future? ___ Yes ___ No

Please explain your answer ______________________________

____

22. Would you participate in the development of a proprietary teacher inservice education program? (This would involve both administrators and full-time instructors completing a short questionnaire concerning the types of skills or competencies needing improvement by proprietary school instructors.)

___ Yes ___ No ___ Need More Information

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Letters of Endorsement
from Advisory Committee Members

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D. F. COLBERT, C.P.A., President E. A. COLBERT, Secretary

ILLINOIS COMMERCIAL COLLEGE
"Illinois' Finest Business College"

[illegible] EAST GREEN STREET • TELEPHONE 344-[illegible] • CHAMPAIGN, ILLINOIS • [illegible]

December 13, 1977

Dear Colleague:

Once again, Southern Illinois University has received a grant which will provide the resources necessary to prepare a 1977-1978 issue of the Proprietary Directory.

In order to update the necessary data for the new directory, the Project Committee has compiled a new questionnaire. As a Past President of IBSA, Board Member of IBSA, President of AIBSA, and a member of the Project Advisory Committee, I heartily encourage you to furnish the data requested. This information will become the basis for the NEW directory which will be beneficial to the Illinois proprietary business, trade and technical schools.

The final report will again be made available to counselors and others interested in the various facets of education available in the state. This is an opportunity for us. Let's all be an active participant by furnishing the data requested.

Sincerely,

D. F. Colbert

D. F. Colbert, President
Illinois Commercial College

DFC/ach

Accredited by the Accrediting Commission for Business Schools

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THE QUINCY TECHNICAL SCHOOLS
[illegible] NORTH THIRD STREET
QUINCY, ILLINOIS [illegible]
TELEPHONE 224 - [illegible]
AREA CODE 217

December 2, 1977

Dear Friend:

At our IATTS meeting in October, many of you heard about the contracts under which my school, along with several other private schools, is paid by a public Community College to train a number of their students. While many of you were excited about it, I know that some felt "it's great, but it could never happen to me".

Maybe it could! Under a grant from the United States Office of Education, a study is being conducted right now to explore, among other factors, the feasibility of more widespread contracting between proprietary and public schools. I am a member of the advisory board to the group from S.I.U. conducting the study, and I'm delighted by their positive feelings toward proprietary schools and the possibility of common-sense cooperation between the proprietary and public education sectors.

As part of the study, you will be asked to provide information about your school, for use in a comprehensive directory which will be far more complete and workable than anything previously published. Before any real thought can be given to increased contracting with the public sector, a complete compilation of existing resources in the proprietary sector is essential.

If in the future you'd like to see public education paying proprietary education for quality training of students, you have to help. When you receive the questionnaire requesting information from you, I strongly recommend that you provide the data and return it without delay. (Lost time and unnecessary additional mailings cost a lot of money — let's not wear out a grant on wasted time and effort.)

As president of the Illinois Association of Trade and Technical Schools, and owner of a proprietary technical school already deeply involved in contracting with a public Community College, I urge you to not only cooperate in the study, but to cooperate fully, completely, and with as little delay as possible. It is obviously in your best interests, and that of the entire proprietary education sector in Illinois, to work with these folks. I've met with them, and they are open-minded, concerned people hoping to do a good job for the students and taxpayers of Illinois. They did not in any way seem to be anti-proprietary education.

If you have any questions, please don't hesitate to call me. Let's all do our share to show the world that proprietary education is a truly high-quality alternative to public policy.

Cordially,

THE QUINCY TECHNICAL SCHOOLS

Bill Dubuque

W. G. Dubuque
President
WGD/cw

ACCREDITED SCHOOL

IPPOLITO SCHOOL OF COSMETOLOGY
2639 NORTH HARLEM AVENUE • CHICAGO ILLINOIS 60635 • (312) 622-8856
ADMINISTRATIVE DIRECTOR JOHN J. IPPOLITO • EDUCATIONAL DIRECTOR ROSE IPPOLITO

November 30th, 1977

Dear Illinois Proprietary School Administrator:

Southern Illinois University of Carbondale, conducted a study regarding the characteristics of students in Illinois Private Schools.

I have been asked by the USOE Proprietary Education Project Staff to be a member of the Advisory Committee for the Proprietary Educational Project.

Due to my involvement in the various organizations that I serve on, such as being a member of the Illinois Association of Cosmetology Schools, the Chicago Cosmetology Association, a member on the examining team for the Cosmetology Accrediting Commission, and having served on the Vocational and Career Education Advisory Council - I have a dire interest in the Proprietary sector and the importance it plays in continuing education. Therefore, I give this project my whole-hearted support.

This study conducted by USOE Proprietary Education Project was refunded for another fifteen months of operation. Needless to say, this study is generously favorable to our industry and does much to supporting the position of Proprietary schools. When this study is completed, the University has indicated that they would send a copy of the study to each Proprietary school.

A contact will be forth coming from Southern Illinois University in a short period of time. If you are called upon by the University for necessary information, we recommend that each school participates and assists in anyway they can so that this study may be complete and accurate.

At the conclusion of this project, the findings will be forwarded to

page.................. 2
(Proprietary Project)

Counselors and other persons interested in the total educational and training resources of our State.

Sincerely Yours,

IPPOLITO SCHOOL OF COSMETOLOGY

John J. Ippolito

John J. Ippolito
President

JJI/ld

APPENDIX C

Follow-Up Letters on Directory Questionnaire

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**Southern Illinois
University at Carbondale
Carbondale, Illinois 62901**

**Department of Vocational Education Studies
USOE Proprietary Education Project**

Recently your school received a state-wide proprietary school directory questionnaire from our office that was prepared with help from Mr. W. G. Dubuque, Mr. John Ippolito, and Mr. Dana Colbert. We have yet to receive your inventory sheet in our office. In case it has been misplaced, I have enclosed another copy complete with directions.

Would you please take a few minutes of your time, so the directory may be printed for state-wide use. The directory will be sent to high school educators and state agency officials.

If your form has been returned prior to receiving this, please disregard this letter. We will mail a complimentary copy of the directory to you when completed.

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:sah

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

We are now in the final phase of preparing the directory of proprietary schools in the State of Illinois. We still have not received the information from your school, and would like to include your school in the directory.

Our plans are to publish approximately 1,500 copies of these directories. The directory will be distributed to all public secondary schools in the state, as well as to key personnel in the Illinois Office of Education and other state agencies, and to participating proprietary schools.

Please complete the enclosed questionnaire as soon as possible and return it in the postage-free envelope. PLEASE HELP US TO PROVIDE YOUR SCHOOL WITH THE ADDITIONAL EXPOSURE TO THOUSANDS OF PROSPECTIVE STUDENTS IN THE STATE OF ILLINOIS.

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:sah

Enclosures

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APPENDIX D

Thank-You Letter for Directory Questionnaire

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Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

This is to indicate that we have received your school's inventory, and it will be included in the state-wide directory of proprietary schools. The directory will be compiled and copies provided for various state agencies, i.e., Comprehensive Employment Training Act (CETA), Division of Vocational Rehabilitation (DVR), Veterans' Administration, state employment services and to high school counselors.

Thank you for your cooperation in the initial phase of developing the directory. A complimentary copy will be mailed to you in the near future.

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:sah

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APPENDIX E

Directory Request Forms

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

December 11, 1978

Dear Director:

This is to inform you that a limited quantity of the 1978 Illinois Proprietary School Directory is available free of charge. Requests for directories will be filled as long as supplies last. Only one copy can be furnished.

DEADLINE FOR YOUR REQUEST: DECEMBER 31, 1978

Mail request to:

Proprietary Education Project
225 Pulliam Hall
Southern Illinois University
Carbondale, Illinois 62901

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:sah

Dear Guidance Counselor:

This is to inform you that a limited quantity of the 1978 Illinois Proprietary School Directory is available free of charge. Requests for directories will be filled as long as supplies last. Only one copy can be furnished per school.

DEADLINE FOR YOUR REQUEST: DEC. 31, 1978

To receive your directory: return this card with corrected name and address.

____

____

____

Our return address is on the reverse side of this card.

APPENDIX F

Notification of Exhausted Supply of Directories

Dear Educator:

Thank you for your interest in our 1978 Illinois Proprietary School Directory. However, we have completely exhausted our limited supply, and our research grant budget prohibits us from any additional reprinting.

Thank you for understanding this matter.

USOE Proprietary Education Project
Southern Illinois University
Carbondale, Illinois

APPENDIX G

PBTE Materials Order Form and Module Evaluation Form with Summary of Responses

Prices Effective January 1, 1979

PBTE Materials ORDER FORM

To Use This Form: Select the materials you desire from the listing on pages 1, 2 and 3 of this form. After you have selected all materials desired, record totals in the space provided on page 4 and compute a "Total Amount Due."

When you complete the form, fold it so that the return address panel is on the outside, staple, and mail—no postage necessary.

Your purchase order may be substituted for this order blank.

Developed by:

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

Published by:

AAVIM

AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
Engineering Center—Univ. of Georgia
Athens, Georgia 30602
404 542-2586

These materials were developed and tested pursuant to contracts with the National Institute of Education and the U.S. Office of Education.

Listings

SUPPORTING MATERIALS		**Price Each**	**Quantity Desired**	**TOTAL COST**
	Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education	$ 3.75		
	Resource Person Guide to Using Performance-Based Teacher Education Materials	5.00		
	Student Guide to Using Performance-Based Teacher Education Materials	1.35		
	Guide to the Implementation of Performance-Based Teacher Education	4.85		
	Overview of the Center's PBTE Program (slide/audiotape)	41.00		
	The Role of the Resource Person Using the Center's PBTE Materials (slide/audiotape)	72.00		
	U and PBTE (slide/audiotape)	44.00		
	Vocational Teacher Competency Profile—Pad of 50 Individualized Record Sheets	2.20		
Module Number	**Name of Module**			
CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION		Discounted price of complete set **$30.83**		
A-1	Prepare for a Community Survey	$ 4.30		
A-2	Conduct a Community Survey	2.65		
A-3	Report the Findings of a Community Survey	3.75		
A-4	Organize an Occupational Advisory Committee	2.00		
A-5	Maintain an Occupational Advisory Committee	2.65		
A-6	Develop Program Goals & Objectives	2.20		
A-7	Conduct an Occupational Analysis	4.20		
A-8	Develop a Course of Study	3.10		
A-9	Develop Long-Range Program Plans	2.20		
A-10	Conduct a Student Follow-Up Study	3.75		
A-11	Evaluate Your Vocational Program	3.45		
CATEGORY B: INSTRUCTIONAL PLANNING		Discounted price of complete set **$15.12**		
B-1	Determine Needs & Interests of Students	$ 3.75		
B-2	Develop Student Performance Objectives	3.30		
B-3	Develop a Unit of Instruction	3.30		
B-4	Develop a Lesson Plan	2.00		
B-5	Select Student Instructional Materials	2.00		
B-6	Prepare Teacher-Made Instructional Materials	2.45		

Module Number	Name of Module	Price Each	Quantity Desired	TOTAL COST
CATEGORY C: INSTRUCTIONAL EXECUTION		Discounted price of complete set **$69.26**		
C–1	Direct Field Trips	$ 3.30		
C–2	Conduct Group Discussions, Panel Discussions, & Symposiums	2.65		
C–3	Employ Brainstorming, Buzz Group, & Question Box Techniques	1.55		
C–4	Direct Students in Instructing Other Students	1.55		
C–5	Employ Simulation Techniques	3.55		
C–6	Guide Student Study	2.45		
C–7	Direct Student Laboratory Experience	3.30		
C–8	Direct Students in Applying Problem-Solving Techniques	3.30		
C–9	Employ the Project Method	2.45		
C–10	Introduce a Lesson	2.65		
C–11	Summarize a Lesson	2.45		
C–12	Employ Oral Questioning Techniques	2.45		
C–13	Employ Reinforcement Techniques	2.90		
C–14	Provide Instruction for Slower & More Capable Learners	1.80		
C–15	Present an Illustrated Talk	2.90		
C–16	Demonstrate a Manipulative Skill	2.20		
C–17	Demonstrate a Concept or Principle	3.10		
C–18	Individualize Instruction	2.90		
C–19	Employ the Team Teaching Approach	1.80		
C–20	Use Subject Matter Experts to Present Information	2.45		
C–21	Prepare Bulletin Boards & Exhibits	2.65		
C–22	Present Information with Models, Real Objects, & Flannel Boards	2.90		
C–23	Present Information with Overhead & Opaque Materials	3.10		
C–24	Present Information with Filmstrips & Slides	3.10		
C–25	Present Information with Films	2.20		
C–26	Present Information with Audio Recordings	3.10		
C–27	Present Information with Televised & Videotaped Materials	2.20		
C–28	Employ Programmed Instruction	2.90		
C–29	Present Information with the Chalkboard & Flip Chart	3.10		
CATEGORY D: INSTRUCTIONAL EVALUATION		Discounted price of complete set **$11.97**		
D–1	Establish Student Performance Criteria	$ 1.55		
D–2	Assess Student Performance: Knowledge	3.55		
D–3	Assess Student Performance: Attitudes	2.20		
D–4	Assess Student Performance: Skills	1.80		
D–5	Determine Student Grades	2.20		
D–6	Evaluate Your Instructional Effectiveness	2.00		
CATEGORY E: INSTRUCTIONAL MANAGEMENT		Discounted price of complete set **$20.79**		
E–1	Project Instructional Resource Needs	$ 3.10		
E–2	Manage Your Budgeting & Reporting Responsibilities	3.10		
E–3	Arrange for Improvement of Your Vocational Facilities	1.80		
E–4	Maintain a Filing System	2.00		
E–5	Provide for Student Safety	2.90		
E–6	Provide for the First Aid Needs of Students	2.00		
E–7	Assist Students in Developing Self-Discipline	2.20		
E–8	Organize the Vocational Laboratory	2.45		
E–9	Manage the Vocational Laboratory	3.55		

2

Module Number	Name of Module	Price Each	Quantity Desired	TOTAL COST
CATEGORY F: GUIDANCE	Discounted price of complete set	$11.97		
F-1	Gather Student Data Using Formal Data-Collection Techniques	$ 2.90		
F-2	Gather Student Data Through Personal Contacts	2.20		
F-3	Use Conferences to Help Meet Student Needs	2.45		
F-4	Provide Information on Educational & Career Opportunities	2.45		
F-5	Assist Students in Applying for Employment or Further Education	3.30		
CATEGORY G: SCHOOL-COMMUNITY RELATIONS	Discounted price of complete set	$20.43		
G-1	Develop a School-Community Relations Plan for Your Vocational Program	$ 1.80		
G-2	Give Presentations to Promote Your Vocational Program	2.90		
G-3	Develop Brochures to Promote Your Vocational Program	2.65		
G-4	Prepare Displays to Promote Your Vocational Program	2.45		
G-5	Prepare News Releases & Articles Concerning Your Vocational Program	2.20		
G-6	Arrange for Television & Radio Presentations Concerning Your Vocational Program	3.10		
G-7	Conduct an Open House	1.80		
G-8	Work with Members of the Community	2.20		
G-9	Work with State and Local Educators	1.80		
G-10	Obtain Feedback about Your Vocational Program	1.80		
CATEGORY H: STUDENT VOCATIONAL ORGANIZATION	Discounted price of complete set	$10.04		
H-1	Develop a Personal Philosophy Concerning Student Vocational Organizations	$ 1.55		
H-2	Establish a Student Vocational Organization	2.00		
H-3	Prepare Student Vocational Organization Members for Leadership Roles	1.80		
H-4	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.00		
H-5	Supervise Activities of the Student Vocational Organization	2.00		
H-6	Guide Participation in Student Vocational Organization Contests	1.80		
CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT	Discounted price of complete set	$17.15		
I-1	Keep Up to Date Professionally	$ 2.20		
I-2	Serve Your Teaching Profession	2.00		
I-3	Develop an Active Personal Philosophy of Education	3.30		
I-4	Serve the School & Community	1.55		
I-5	Obtain a Suitable Teaching Position	2.65		
I-6	Provide Laboratory Experiences for Prospective Teachers	2.45		
I-7	Plan the Student Teaching Experience	2.45		
I-8	Supervise Student Teachers	2.45		
CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION	Discounted price of complete set	$25.61		
J-1	Establish Guidelines for Your Cooperative Vocational Program	$ 2.45		
J-2	Manage the Attendance, Transfers, & Terminations of Co-Op Students	1.55		
J-3	Enroll Students in Your Co-Op Program	5.00		
J-4	Secure Training Stations for Your Co-Op Program	1.80		
J-5	Place Co-Op Students on the Job	5.00		
J-6	Develop the Training Ability of On-the-Job Instructors	1.80		
J-7	Coordinate On-the-Job Instruction	4.20		
J-8	Evaluate Co-Op Students' On-the-Job Performance	2.20		
J-9	Prepare for Students' Related Instruction	2.45		
J-10	Supervise an Employer-Employee Appreciation Event	2.00		

3

STAPLE OR TAPE TOP

FIRST CLASS
PERMIT NO. 83
ATHENS, GA
30602

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

Postage will be paid by
AAVIM
120 ENGINEERING CENTER
ATHENS, GEORGIA 30602

FOLD ALONG DOTTED LINE AND MAIL

SHIP TO:

NAME
STREET
CITY STATE ZIP CODE
PHONE NUMBER

4

BILL TO:
IF DIFFERENT FROM INFORMATION ABOVE

NAME
STREET
CITY STATE ZIP CODE
PHONE NUMBER

FOLD BOTTOM FLAP UNDER FIRST

COMPUTE YOUR COST BELOW

TOTAL COST

POSTAGE AND HANDLING
Minimum $1.00
Up to $200 .... 8%
Over $200 .... 4%

TOTAL AMOUNT DUE

☐ Check or Money Order Enclosed
☐ Bill Me

MAKE ALL CHECKS OR MONEY ORDERS
Payable to **AAVIM** (American Association for Vocational Instructional Materials).

____
Name of
Assigned Module

EVALUATION FORM

COMPETENCY-BASED TEACHER EDUCATION MATERIALS

	Lowest		Rating		Highest
	1	2	3	4	5
1. How relevant to your instructional needs was the content of the module?	0	0	0	5	5
2. How effective was the instructional approach, i.e., the self-contained individualized instructional booklet?	0	0	3	5	2
3. How well were the objectives defined for the content of the instruction?	0	0	0	5	5
4. Were the learning activities of enough interest to hold your attention?	0	0	0	5	5
5. To what extent were the materials and activities successful in attaining the objectives?	0	0	0	8	2
6. To what extent were you able to receive the type of assistance needed from the resource person?	0	0	3	4	3
7. How viable are these materials for use in an overall in-service or staff development program for proprietary school instructors?	0	0	2	3	5
8. How would you recommend this type of in-service activity to someone who has a position similar to yours?	0	0	2	3	5
9. To what degree do you feel that completion of an in-service program utilizing similar materials would affect your behavior in your job?	0	0	0	5	5
10. How would you rate the overall activity?	0	0	0	6	4

APPENDIX H

Introductory Letter on In-Service Development for Proprietary School Instructors

491

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

March 3, 1978

Again, thank you for participating in our Illinois Proprietary Directory Inventory. Your response to one item on the inventory indicated that you might be interested in helping us plan a model for providing proprietary teacher in-service professional development.

The incentives for participation by proprietary owners and administrators in this research can be demonstrated by the results of the survey. Through your teacher's self-assessment, we will tabulate the results in a usable summary. From this you will be able to see the teacher development needs of your teachers, compare these needs to other schools like yourself, and to Illinois proprietary schools as a whole.

Three primary areas to be self-rated are: (1) instructional methodology; (2) instructional delivery; and (3) curriculum management. In addition, we will be asking presidents and directors to rate the overall teacher competency training needs of his/her instructors. Finally, we will survey suggestions from you as to how to deliver in-service development activities.

If the results of our survey indicate that a need does exist for in-service teacher education, we will develop and pilot test a model for the delivery of the training. Toward the last part of March, we will be mailing you a set of questionnaires and postage-paid envelopes to be completed and returned by you and your instructors.

We will be deeply appreciative of your interest and cooperation in this endeavor. We do not believe this research has ever been completed before on a state-wide or national basis. We are hopeful that you will assist us in making it a success. If you have any questions, please do not hesitate to contact us.

Sincerely,

Terry L. Barnes
Associate Project Director
Phone Number: (618) 453-2831

TLB:sah

APPENDIX I

Survey Instrument (Questionnaire) Packet and Follow-Up Letter

ILLINOIS FEDERATION of INDEPENDENT PRIVATE SCHOOLS

1135 West Fullerton Avenue Coyne American Building Room 600 Chicago, Illinois 60614 (312) 935-7520

March 22, 1978

TO ALL MEMBER SCHOOLS:

As President of the Illinois Federation of Independent Private Schools I request that you be supportive of the latest objective of the Department of Vocational Education Studies of Southern Illinois University at Carbondale, Illinois.

Working under a grant from the United States Office of Education, they are attempting to plan a model for providing proprietary teacher in-service professional development.

They will be asking you to participate in a survey to assist in the formation of the model.

Cooperating with the Department of Vocational Education Studies will not only assist them but it is in our own self interest too.

I, therefore, urge you to cooperate.

Thank you.

John J. Freeman

John J. Freeman
President

JJF:e

SIU

**Southern Illinois
University at Carbondale
Carbondale, Illinois 62901**

**Department of Vocational Education Studies
USOE Proprietary Education Project**

We contacted you recently to give you more information about helping us plan a model for providing proprietary instructor in-service professional development.

We mentioned that the incentives for participation by owners and administrators in this research can be demonstrated by the results of the survey. Through your instructor's self-assessment and your overall assessment, we will tabulate the results in a usable summary for you. By participating in this research, you will be able to see the in-service development needs of your instructors, and you will be able to compare these needs to other schools like yours and to Illinois proprietary schools as a whole.

Enclosed are the following questionnaire items:

1. Letter of endorsement from the Illinois Federation of Independent Private Schools
2. Instructions for owner/administrators
3. Ten (10) instructor questionnaires
4. One (1) owner/administrator questionnaire
5. One postage-paid return envelope

Please note that Mr. John Freeman, president of the Illinois Federation of Independent Private Schools has endorsed this research project and urges your support. We will be deeply appreciative of your interest and support on assisting us complete these professional development research questionnaires. We are hopeful that you will cooperate in making it a success. We would like to have all completed surveys returned to us by May 15, 1978. If you have any questions, please do not hesitate to contact us.

Sincerely,

Terry L. Barnes
Associate Project Director
Phone Number: (618) 453-2831

TLB:el

Enclosures

INSTRUCTIONS

For Completing Teacher In-Service Professional Development Survey

1. Owner/director: Please distribute up to a maximum of ten (10) questionnaires to your faculty for their completion. If you have less than ten instructors, return unused surveys with completed surveys.

   The survey directions for completion are on the questionnaire.

2. Owner/director: Please complete the yellow survey marked Administrator. Complete your survey by assessing the collective professional development needs of all your instructors, not your own personal development needs.

3. Each questionnaire should take approximately 12 minutes to complete.

4. After all distributed questionnaires are completed, please return them to SIU in the enclosed postage-paid manila envelope.

5. Please return your completed surveys and any unused surveys to our office no later than May 15, 1978.

Your cooperation and assistance in this research is deeply appreciated. If you have any questions or problems, please call collect (618) 453-2831.

ADMINISTRATOR

Southern Illinois University
Proprietary Education Project
Teacher Competency Self-Assessment Survey

The following instrument is designed to serve two purposes:

1. It is intended as a self-assessment survey for proprietary education instructors to identify their own needs for improvement in curriculum and teaching skills.
2. It is organized to collect information from the instructors and/or administrators concerning the types of instructor in-service activities which should be provided.

This questionnaire should take only 15 minutes to complete. Do not sign your name to this questionnaire. When completed, please return this questionnaire to your director or administrator.

I. SELF-ASSESSMENT

1. Name of School ____

City ____

2. Please indicate the primary type of school in which you teach:

____ Vocational Technical
____ Business
____ Barber
____ Beauty
____ Self-Improvement
____ Other, please list
____
____

3. Please indicate whether you are an instructor or administrator:

____ Full-time Instructor
____ Part-time Instructor
____ Administrator

4. Please indicate the number of years of teaching experience you have: ____________________.

5. Please indicate the number of years of work experience you have: ____________________.

6. Please indicate the number of years of formal education you have: ____________________

7. If you have a degree, what is your major? ____________________.

Please Turn To Next Page →

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Directions: Rate yourself on each item by circling one response number following each statement that most nearly expresses your need for additional development or training.

5. More development is essential
4. More development is needed
3. Very little development is needed
2. Have adequate skills
1. Not sure or undecided
0. Not applicable

COMPETENCY	More development is essential	More development is needed	Very little development is needed	Have adequate skills	Not sure or undecided	Not applicable
I. PLANNING INSTRUCTION						
I need additional development in instructional planning to:						
1. Develop course or program goals and objectives.	5	4	3	2	1	0
2. Develop student performance objectives for the course or program offerings.	5	4	3	2	1	0
3. Determine student needs, interests, abilities, and capabilities for program completion.	5	4	3	2	1	0
4. Develop student performance objectives for one lesson or unit or a series of lessons. (units)	5	4	3	2	1	0
5. Write course outlines for a series of lessons. (units)	5	4	3	2	1	0
6. Select methods of evaluating student performances.	5	4	3	2	1	0
7. Select teaching techniques for a lesson.	5	4	3	2	1	0
8. Plan student learning experiences (activities) for a lesson.	5	4	3	2	1	0
9. Plan, present, and evaluate a lesson.	5	4	3	2	1	0
10. Select textbooks, reference and other instructional materials.	5	4	3	2	1	0
11. Select appropriate audio-visual materials for instructional purposes.	5	4	3	2	1	0
12. Reproduce instructional materials with a variety of duplicating equipment.	5	4	3	2	1	0
II. INSTRUCTIONAL DELIVERY						
I need additional development in instructional delivery to:						
13. Coordinate and supervise lab/shop experiences.	5	4	3	2	1	0
14. Assist students in developing problem-solving skills.	5	4	3	2	1	0
15. Assist students in developing appropriate habits.	5	4	3	2	1	0
16. Utilize and evaluate the appropriateness of a variety of instructional methods to include illustrated talks, demonstrating manual (hands-on) skills, and directing individualized instruction.	5	4	3	2	1	0
17. Employ reinforcement techniques to facilitate learning.	5	4	3	2	1	0
18. Provide a lesson designed to meet the needs of the slower and the more capable students in a class at the same time.	5	4	3	2	1	0
19. Plan, present, and evaluate a lesson as a member of a teaching team.	5	4	3	2	1	0
20. Present information using bulletin boards, exhibits, flannel boards, chalkboard, flip charts, etc.	5	4	3	2	1	0
21. Present information using overhead projectors, opaque projectors, filmstrips, slides, films, records, tapes, and televised materials.	5	4	3	2	1	0
III. INSTRUCTIONAL EVALUATION						
I need additional development in instructional evaluation to:						
22. Establish criteria for measuring student performance and progress.	5	4	3	2	1	0
23. Determine student's grades based on related instruction and lab/shop work.	5	4	3	2	1	0
24. Appraise student's output according to industry employment standards.	5	4	3	2	1	0
25. Devise self-evaluation techniques for use by students.	5	4	3	2	1	0

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5. More development is essential
4. More development is needed
3. Very little development is needed
2. Have adequate skills
1. Not sure or undecided
0. Not applicable

	More development is essential	More development is needed	Very little development is needed	Have adequate skills	Not sure or undecided	Not applicable
26. Develop essay test items; true-false test items; completion test items; matching and multiple-choice test items; and lab/shop rating sheets.	5	4	3	2	1	0
27. Evaluate the validity of a test instrument.	5	4	3	2	1	0
28. Evaluate the overall effectiveness of program in terms of course and program objectives.	5	4	3	2	1	0

IV. INSTRUCTIONAL MANAGEMENT

I need additional development in instructional management to:

29. Devise and maintain a filing system for records, report forms, and instructional materials.	5	4	3	2	1	0
30. Determine current Occupational Safety and Health Administration and industry safety requirements and standards.	5	4	3	2	1	0
31. Arrange and manage lab/shop work areas. This includes storage and security of supplies and equipment, check-out procedures for tools and supplies; and scheduling lab/shop equipment for maximum student utilization.	5	4	3	2	1	0

V. GUIDANCE AND COUNSELING

I need additional development in student guidance and counseling to:

32. Review student's records for information to aid in understanding the students.	5	4	3	2	1	0
33. Assist students in developing self-discipline and confidence.	5	4	3	2	1	0
34. Help students discover personal, educational, and occupational opportunities.	5	4	3	2	1	0
35. Assist students in applying for scholarships or educational loans, or other college admission.	5	4	3	2	1	0
36. Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	5	4	3	2	1	0

VI. SCHOOL-COMMUNITY RELATIONS

I need additional development in school-community relations to:

37. Maintain relations with employment agencies, union officials, professional and/or service organizations.	5	4	3	2	1	0

VII. STUDENT ORGANIZATIONS

I need additional development in student organizations to:

38. Develop and coordinate student extra-curricular activities, and professional clubs.	5	4	3	2	1	0

VIII. If you have any other areas you may need improvement or development, please list and rate them in the same manner.

39. ______________________________	5	4	3	2	1	0
40. ______________________________	5	4	3	2	1	0

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Please Turn To Next Page ——→

II. IN-SERVICE ACTIVITIES

If you were given an opportunity to improve your current teaching skills, please tell us what kind of activities would best fit your needs.

1. What kind of activities would you like best for in-service training?

____ **Short Seminars or Workshops**
(3–5 hours) (one or two days)
____ **Correspondence or Independent Study**
____ **Semester (16 weeks) or Quarter (10–12 weeks) Courses**
____ **Other, please specify:** ____________________

2. What would be the best time for in-service activities?

____ **Daytime**
____ **Evenings**
____ **Weekends**
____ **Regular Staff Meetings**
____ **School Break**
____ **In Conjunction with Association or Trade Meetings**
____ **Other, please specify:** ____________________

3. What would be the most convenient location for in-service activities other than your school?

____ **At Your Area Community College**
____ **At Your Nearby University or State College**
____ **At Your Association or Trade Meetings**
____ **Other, please specify:** ____________________

4. Are special incentives important to you if you were to participate in some type of in-service training activities?

____ **Yes** ____ **No**

5. If yes in 4 above, what incentives are most attractive to you?

____ **College credit toward a degree**
____ **Certification**
____ **Other, please specify:** ____________________

6. From past experience, by which teaching method do you best learn?

____ **Lecture**
____ **Discussion**
____ **Combination Lecture/Discussion**
____ **Independent Study**
____ **Personalized, Individualized, and Programmed**
____ **Other, please specify:** ____________________

7. What would be the biggest obstacle to your taking part in an in-service education program?

____ **Don't feel the need**
____ **Don't have the time**
____ **Don't know enough about it**
____ **There is no incentive**
____ **No interest**
____ **Can't afford it if there would be a cost**
____ **Other, please specify:** ____________________

THANK YOU FOR ASSISTING US IN THIS SURVEY

PLEASE RETURN THIS QUESTIONNAIRE TO YOUR DIRECTOR

Southern Illinois University
Proprietary Education Project
Teacher Competency Self-Assessment Survey

The following instrument is designed to serve two purposes:

1. It is intended as a self-assessment survey for proprietary education instructors to identify their own needs for improvement in curriculum and teaching skills.
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This questionnaire should take only 15 minutes to complete. Do not sign your name to this questionnaire. When completed, please return this questionnaire to your director or administrator.

I. SELF-ASSESSMENT

1. Name of School ______________________________

City ______________________________

2. Please indicate the primary type of school in which you teach:

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____ Business
____ Barber
____ Beauty

____ Self-Improvement
____ Other, please list
____
____

3. Please indicate whether you are an instructor or administrator:

____ Full-time Instructor
____ Part-time Instructor
____ Administrator

4. Please indicate the number of years of teaching experience you have: ____________________.

5. Please indicate the number of years of work experience you have: ____________________.

6. Please indicate the number of years of formal education you have: ____________________

7. If you have a degree, what is your major? ____________________.

Please Turn To Next Page ⟶

Directions: Rate yourself on each item by circling one response number following each statement that most nearly expresses your need for additional development or training.

5. More development is essential
4. More development is needed
3. Very little development is needed
2. Have adequate skills
1. Not sure or undecided
0. Not applicable

COMPETENCY	More development is essential	More development is needed	Very little development is needed	Have adequate skills	Not sure or undecided	Not applicable
I. PLANNING INSTRUCTION						
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1. Develop course or program goals and objectives.	5	4	3	2	1	0
2. Develop student performance objectives for the course or program offerings.	5	4	3	2	1	0
3. Determine student needs, interests, abilities, and capabilities for program completion.	5	4	3	2	1	0
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11. Select appropriate audio-visual materials for instructional purposes.	5	4	3	2	1	0
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34. Help students discover personal, educational, and occupational opportunities.	5	4	3	2	1	0
35. Assist students in applying for scholarships or educational loans, or other college admission.	5	4	3	2	1	0
36. Assist graduating students in completing applications, resumes, and preparing for interviews with potential employers.	5	4	3	2	1	0
VI. SCHOOL-COMMUNITY RELATIONS						
I need additional development in school-community relations to:						
37. Maintain relations with employment agencies, union officials, professional and/or service organizations.	5	4	3	2	1	0
VII. STUDENT ORGANIZATIONS						
I need additional development in student organizations to:						
38. Develop and coordinate student extra-curricular activities, and professional clubs.	5	4	3	2	1	0
VIII. If you have any other areas you may need improvement or development, please list and rate them in the same manner.						
39. ____________	5	4	3	2	1	0
40. ____________	5	4	3	2	1	0

Please Turn To Next Page ——→

II. IN-SERVICE ACTIVITIES

If you were given an opportunity to improve your current teaching skills, please tell us what kind of activities would best fit your needs.

1. What kind of activities would you like best for in-service training?

____ Short Seminars or Workshops
(3–5 hours) (one or two days)
____ Correspondence or Independent Study
____ Semester (16 weeks) or Quarter (10–12 weeks) Courses
____ Other, please specify: ____________________
____

2. What would be the best time for in-service activities?

____ Daytime
____ Evenings
____ Weekends
____ Regular Staff Meetings
____ School Break
____ In Conjunction with Association or Trade Meetings
____ Other, please specify: ____________________
____

3. What would be the most convenient location for in-service activities other than your school?

____ At Your Area Community College
____ At Your Nearby University or State College
____ At Your Association or Trade Meetings
____ Other, please specify: ____________________
____

4. Are special incentives important to you if you were to participate in some type of in-service training activities?

____ Yes ____ No

5. If yes in 4 above, what incentives are most attractive to you?

____ College credit toward a degree
____ Certification
____ Other, please specify: ____________________
____

6. From past experience, by which teaching method do you best learn?

____ Lecture
____ Discussion
____ Combination Lecture/Discussion
____ Independent Study
____ Personalized, Individualized, and Programmed
____ Other, please specify: ____________________
____

7. What would be the biggest obstacle to your taking part in an in-service education program?

____ Don't feel the need
____ Don't have the time
____ Don't know enough about it
____ There is no incentive
____ No interest
____ Can't afford it if there would be a cost
____ Other, please specify: ____________________
____

THANK YOU FOR ASSISTING US IN THIS SURVEY

PLEASE RETURN THIS QUESTIONNAIRE TO YOUR DIRECTOR

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Recently we asked you to assist us with our research to develop a model for proprietary instructor in-service professional development. Mr. John Freeman, President of the Illinois Federation of Independent Private Schools, has also endorsed our project with his support.

We feel the benefits from participation by you can be demonstrated in the results of the surveys we have already received from other participating schools. By participating, you will be able to see the in-service development needs of your instructors, compare these needs to other schools like yourself, and to Illinois proprietary schools as a whole.

Would you please take a few minutes of your time so that your school can be included in this valuable research. If you have already returned your completed questionnaires prior to receiving this, please disregard this reminder.

We will send you a copy of our summarized results when you complete the enclosed questionnaires. We would appreciate receiving your completed questionnaires by

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:el

APPENDIX J

Letter Requesting Current List of Contracted Programs

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SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

February 6, 1978

Janet Stroud
Assistant Director
Illinois Community College Board
518 Iles Park Place
Sixth St. at Ash St.
Springfield, IL 62718

Dear Ms. Stroud:

Please send our Proprietary Education Project a most recent listing of approved vocational programs contracted among Illinois public community colleges and proprietary schools. We are in the process of investigating the nature of cooperative contractual arrangements operated by community colleges and proprietary schools.

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:sah

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APPENDIX K

Invitation to Participate in Interview

508

**Southern Illinois
University at Carbondale
Carbondale, Illinois 62901**

**Department of Vocational Education Studies
USOE Proprietary Education Project**

Dear :

A great deal of interest, administrative policy, and debate has been centered on the concept of cooperative contractual agreements between Illinois community colleges and proprietary schools. As you know, an incentive for contracting for educational services is to avoid duplicating programs while utilizing existing resources. Above all, increased opportunities and alternatives for additional students can be encouraged.

We have been commissioned through a grant from USOE to study cooperative contractual agreements between Illinois community colleges and proprietary schools. Our primary interests and objectives are:

1. To describe the nature of contracting among Illinois community colleges and proprietary schools.
2. To describe the unique characteristics of the proprietary schools and the circumstances surrounding their decision to contract.
3. To determine the attitudes of the chief executive officer of the proprietary school toward contracting.
4. To determine the enrollment patterns of contracted programs.
5. To complete a comparative analysis of program costs between conventional campus-based and contracted program delivery.
6. To describe the process and criteria used to select a proprietary school contractor.
7. To describe the common characteristics of the contract specifications.

From the above we will develop a model agreement format and implementation handbook which would encourage more community colleges and proprietary schools in understanding the principles and procedures of contracting. Finally, we would be extremely appreciative if we could secure a copy of your actual contract agreement.

The Illinois Community College Board had given us your name because your ___________ program is contracted with the ________. We would like to call you in a few days to set up an appointment to discuss some of the above objectives with you. Since we will be discussing our topic from a series of pre-determined questions, our interview should last no longer than 50 minutes.

Sincerely,

Terry L. Barnes
Associate Project Director

APPENDIX L

Phase III Questionnaire

510

PROPRIETARY SCHOOL

PERSONAL INTERVIEW QUESTIONNAIRE

________________________ School ____________________ Interviewee

1. What conditions at your institution contributed to your decision to contract: (check all that apply).

a. ____ Unmet student needs
b. ____ Unmet community needs
c. ____ Need to increase enrollment
d. ____ Need to maximize profits
e. ____ Meet competition
f. ____ Need to maximize program capacity
g. ____ Other______________________________

2. Which of the following were instrumental in the initiation and implementation of your contracted program?

a. ____ Arrangement initiated by proprietary school owner
b. ____ Arrangement initiated by community college administration
c. ____ Common interest

3. What are the most outstanding advantages of your contract?

a. ____

b. ____

c. ____

4. What problems have developed as a result of your contractual agreement? (check all that apply). Get Elaboration.

a. ____ No problems have developed
b. ____ Operational problems caused by differences in institutions. (admission, tuition, calendars, terminology). Get elaboration as necessary.

c. ____ Poor communication between schools
d. ____ Takes too much administrative time to coordinate
e. ____ Mixing proprietary school students with community college students
f. ____ Tuition differentials
g. ____ Community college support staff
h. ____ Billing and receipt of payment
i. ____ Other______________________________

5. Are there any student services problems associated with your contractual arrangement? (check all that apply).

( ) Counseling services
( ) Career Guidance and Advisement
( ) Placement
( ) Withdrawal from school
( ) Registration
( ) Discipline
( ) VA
( ) Financial Aids
( ) Student Activities
( ) Attendance & Grade Reporting
( ) Admission and Recruiting
( ) Other ________________________________

6. In the future, do you believe that your contract will be a permanent part of the community college's plans, in other words, short-lived?

( ) permanent
( ) temporary

7. Has your prestige, autonomy, or identity been diffused as a result of your contract with the community college?

Yes ( ) No ( )

8. Could you economically survive without your contract?

Yes ( ) No ( ) Maybe ( )

9. In your judgement, if you were bidding with another proprietary school for the contract with a community college, which of the following is more important to you?

( ) higher quality instruction
( ) lower price quotation

10. Does your contract take up more of your time in supervising cooperative affairs?

Yes ( ) No ( )

11. In your opinion, do contracted programs with a community college lead to some undesirable control over your operation by the community college?

Yes ( ) No ( )

If yes, in which areas?

12. How much tuition do you charge the community college per student per year?

$__________

13. Do you, in any way, limit the number of enrollments from the community college?

Yes ( ) No ( )

If yes, please explain why.

14. Who pays for miscellaneous supply kits, tools, lab coat rental, etc.?

( ) community college ( ) student

15. What is the ratio of your students to the community college?____________

16. How do you keep from depending on your enrollment solely from the community college? Wouldn't it be cheaper for students to enroll through the community college?

17. How do you feel about your instructors being evaluated by the community college--administration, students? What is the procedure?

18. Considering all factors of your contract, pro and con, are the results worth the effort? (check one).

( ) Yes
( ) Very Much So
( ) Doubtful
( ) No

19. What advice do you have for other cosmetology schools who may be considering contracting?

20. Why do you think more cooperative agreements are not operating between community colleges and cosmetology schools?

21. Are there any fiscal affairs problems associated with your contract?

( ) yes ( ) no

If yes, how would you describe them?

( ) receiving payment
( ) recordkeeping ( ) attendance ( ) registration
( ) refund and withdrawal procedures
( ) contract cash flow
( ) internal audits
( ) other____
____

22. Did you encounter any unusual requests that created problems when negotiating your contractual agreement?

( ) yes ( ) no

If yes, how would you describe them?

( ) Program enrollment limits
( ) Financial disclosure pressure
( ) Modifications in programs or courses
( ) Payment plan
( ) Division of responsibility
( ) Community college influence on flexibility and autonomy
( ) Contract price
( ) Other____

23. Has the community college conducted an evaluation of your contracted program? (does not include DAVTE, or IOE-ORE)

(   ) yes   (   ) no

If yes, how would you describe the frequency of evaluation?

(   ) regularly (every few months)________________________________

(   ) annually

(   ) infrequently (not in last year)

What areas are evaluated?

(   ) instructors by: (   ) student evaluation   (   ) community college

(   ) student services

(   ) course and program objectives

(   ) learning materials

(   ) equipment

(   ) student follow-up of graduates

(   ) employer follow-up of graduates

(   ) cost/outcome

(   ) other____

What problems are associated with the evaluation of your contractual arrangement?

(   ) reluctance on part of proprietary faculty

(   ) reluctance on part of owner

(   ) fear of loss of autonomy

(   ) fear of loss of flexibility

(   ) standards or criteria for evaluation not clear

(   ) other____

24. Were there any problems associated with agreement on course and program objectives?

( ) yes ( ) no

If yes, how would you describe them?

( ) reluctance to use advisory committee
( ) reluctance to change by proprietary owner
( ) interferes with integrity of courses and programs
( ) changes not in best interest of minimum necessary skills for employment
( ) pushiness by community college
( ) other____

____

25. What is the relationship of your community college contract price to the price your own students must pay to enroll in the same program?

______ a little higher ______ the same ______ a little lower

If different from the same price, please explain why there is a difference.

26. Were there legal fees involved in preparing your contract?

( ) yes ( ) no

If yes, what was the approximate cost of your legal fees?

APPENDIX M

Thank-You Letter to Those Interviewed

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Dear :

We want to take a moment to thank you for your time, effort, and interest in our proprietary education project dealing with cooperative contractual agreements. Your candid responses and dialogue to our research questions were most beneficial in assisting us to accomplish the objectives of our study.

At the conclusion of our project we will be pleased to send you the results of our investigation. Thank you most sincerely for your participation.

Sincerely,

Terry L. Barnes
Associate Project Director

APPENDIX N

Request for Approval to Include Brochures in Final Report

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Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

January 17, 1979

Dear

We are in the final phase of completing our research on cooperative contractual agreements among community colleges and proprietary schools. We are sincerely appreciative of the time you took from your busy schedule to dialogue with us concerning your current contracting arrangements.

Since you gave us brochures and catalogues containing information about your contracted cosmetology programs, we would like to include parts of these items in our final report to U.S.O.E. Will you please give us permission?

To save you time and expense, please check the box below and return this letter in our enclosed postage-paid envelope.

We will be pleased to supply you with a copy of our final report at the conclusion of our project deadline. Thank you.

Sincerely,

Terry L. Barnes
Associate Project Director

TLB:sah

Enclosure

- -

☐ I give you permission to include our brochures and catalogue material about our contracted programs in your final report.

____
Name Date

____
School

APPENDIX O

Contract Specifications and Sample Contract

SPECIFICATIONS OF A CONTRACT FOR EDUCATIONAL SERVICES BETWEEN A COMMUNITY COLLEGE AND PROPRIETARY SCHOOL

I. AGREEMENT TO CONTRACT
  A. Both Parties Find it Desirous to Enter into a Contract
  B. Legal Right and Power of the Community College to Enter into a Contract
  C. Each Party Pays the Other Nominal Good Faith Consideration Money

II. SPECIFIC DEFINITIONS
  A. Academic Sessions
  B. Courses
  C. Educational Services
  D. Student Activity Privileges
  E. Students

III. GENERAL DEFINITIONS

All other terms shall have the same meaning prescribed for them in the Public Community College Act, or in the Data Base of the Illinois Community College Board.

IV. GENERAL OBLIGATIONS OF THE CONTRACTING INSTITUTION (Proprietary School)
  A. Provide Educational Services to Students Who Have Been Approved by the C. C. Registrar
  B. Services are to be Provided in an Equal and Non-Discriminating Manner
  C. Terms of Obligation
    1. For one year or longer
    2. In the case where one or both parties cannot agree to a new contract, there should be a contingency plan for the proprietary school to continue educational services to currently enrolled students for a reasonable additional period (example: 18 months).
    3. A price increase clause is necessary to allow for the students to continue through the additional months.
  D. Certification of Community College Students Enrolled at the Proprietary School
    1. At the end of the 10-day registration period
    2. Mid-term
    3. End of session

V. GENERAL OBLIGATION OF THE COMMUNITY COLLEGE
  A. Agrees to pay the Proprietary School for Services Rendered at the Full Rate Through a Determined Cut-Off Point, i.e., Mid-Term
  B. Agrees to Pay any Course Related Fees
  C. Agrees to a Student Withdrawal Payment and Refund Schedule
  D. Sets Limits on Charges Other than Agreed Upon
  E. Agrees to Pay the Proprietary School in an Installment Arrangement as Necessary
  F. Will Want to Build in a Contingency for Later Final Payment to the Proprietary School Depending Upon Receipt of the Ill. C. C. Act Flat Rate Grant.

G. Agrees to settle any errors, payments, or refund problems within a certain period of time after the end of the session.

VI. MUTUAL OBLIGATIONS

Either party must agree to give notice in writing if they are not reviewing the contract so that the community college students may continue attending the proprietary school until the end of the terms of the contract. (example: 18 additional months)

VII. STUDENTS

A. Students cannot be discriminated against by the proprietary school.
B. Students shall be entitled to the same course sections as regular proprietary schools.
C. Admission Standards are sanction set by the community college.
D. Academic Probation standards are sanctioned by the community college.
E. Student Discipline is determined by the community college policies and procedures.
F. Student Records
  1. To be treated privately and confidentially by the proprietary school.
  2. Officially transcripted by the community college.
G. Student Activity Fees Charged by Proprietary Schools
H. Student Housing Fees Charged by Proprietary Schools.
I. Student Athletic Activity Fees Charged by Proprietary Schools.
J. Libraries.
K. Debt collection assistance by the community college.
L. Placement Services.

VIII. FACULTY AND INSTRUCTION

A. Academic Recommendation - The community college may seek the right to make good faith recommendations to the proprietary school concerning course content, faculty, and quality of instruction.
B. Course Listing - To be provided to the community college at its earliest convenience.
C. Decline of Course - Community college entitled to decline access prior to registration of a course provided by the proprietary school.
D. New Courses - Recommended by proprietary school.
E. Evaluation - Good faith cooperation between parties in evaluation process.
  1. Student evaluation
  2. Proprietary school provides course outlines, syllabus
  3. Agreement by proprietary school to allow outside evaluators (state, accrediting association, etc.) access to appropriate records, personnel, and physical facilities
F. Administration and Supervision
  1. Educational services provided by the proprietary school are the administrative responsibility of the community college.
  2. Right of community college to review course content and quality of faculty and instruction.

    3. Proprietary school directs immediate supervision.

IX. DEGREE REQUIREMENTS
    A. Determined by community college.
    B. Awarded by community college.
    C. Credits can be transferred back to proprietary school at equivalent credit.

X. MISCELLANEOUS
    A. Use of proprietary school library by community college staff and board.
    B. Good faith performance by each party.
    C. Each may pursue independently or jointly state, local, or federal funds and grants.
    D. Liability insurance - purchased by proprietary school (example: 100/300/5)
    E. Affirmative action promise by proprietary school against its employees.
    F. Clarification should be reported and responded to in writing.
    G. Notices.

AGREEMENT FOR COSMETOLOGY TRAINING BETWEEN COMMUNITY COLLEGE DISTRICT

and

THIS AGREEMENT made this __________ day of ____________________, 1976 between the Community College District #   , an Illinois Community College organized and existing under the laws of the State of Illinois (hereinafter referred to as the "District"), with its principal office located at _________________________, Illinois, and _________________ ____, an Illinois corporation, which is presently located at ____ (hereinafter referred to as the "Beauty School").

WHEREAS, the District wishes to provide cosmetology training for those of its students desiring it, and the Beauty School is licensed by the Illinois Department of Registration and Education to furnish instruction and clinical training to students in cosmetology and is willing to furnish such instruction and clinical training to students of the District enrolled with the Beauty School for the program on a contracted basis for a set fee per student as hereinafter provided.

NOW, THEREFORE, in consideration of the mutual promises of the parties, each bargained for and given in exchange for the other, it is hereby mutually agreed as follows:

1. STUDENT ENROLLMENT: The District may enroll, according to its admission policies with the Beauty School, qualified students for instruction and clinical training in cosmetology as set forth herein.

2. INSTRUCTION, RECORDS, ETC.: The Beauty School shall provide the necessary instructors who shall be employees of said School and

under its control and jurisdiction, said instructors will be evaluated according to the District's policy.

These reports will be submitted to the Beauty School with recommendations. The Beauty School shall be solely responsible for all Workmen's Compensation Insurance, Unemployment Insurance, and payrolls of persons it hires or uses for instruction of the courses provided for herein. The Beauty School will provide instruction and clinical training to students as prescribed by the Department of Registration and Education of the State of Illinois, the District, and the Illinois Community College Board. The Beauty School shall maintain records of attendance, grades and hours of instruction. The Beauty School shall submit to the District Registrar at the conclusion of each course, evaluation reports of each student by course. Representatives of the District may make periodic calls at the Beauty School for the purpose of observing and assessing the progress of the students and the evaluation of the instructional process and the faculty. A follow-up conference will be held with the Beauty School for the purpose of upgrading the program.

3. COURSES AND FEES: The courses to be offered by the Beauty School shall be designated BUTY 121, 122, 123, 124, the content of which courses shall consist of the items contained in the descriptions thereof attached hereto and made a part hereof by reference. The District will pay the Beauty School the following fee for each student enrolled after the 8th week in the following courses:

BUTY 121	Total	BUTY 122	Total
BUTY 123	50%	BUTY 124	50%

The student will be enrolled in only one (1) course at any period of time. The tuition for these courses includes special supplies, materials, and reference books needed by the student to begin the study of cosmetology.

The number of credit hours required and criteria for course completion should be consistent with the District's policies.

4. PAYMENT SCHEDULE: The District agrees to pay the Beauty School the amount specified in accordance with the foregoing schedule per student per course contingent upon the student's good standing and attendance (student must be in attendance) at the established mid-term date based upon the course starting date as determined by the academic calendar of the District. The District agrees to pay the Beauty School within thirty (30) days after receiving a formal invoice.

5. CLASSES AND HOURS: The Beauty School is located at __________ ____. The hours of classes shall be 8:00 a.m. to 4:30 p.m., five days a week. The weekdays of Beauty School are Tuesday through Saturday.

6. REGISTRATION AND QUALIFICATION OF STUDENTS: Each student and his/her parent or guardian, if she/he is a minor, shall execute and file a Registration and Matriculation Application with the Beauty School before the beginning date of class for submission to the Department of Registration and Education of the State of Illinois. The form of Registration and Matriculation Application shall be prescribed by the School and shall show or be accompanied by the following requirements of the Illinois Beauty Culture Act and the Rules and Regulations for the Administration of the Illinois Beauty Culture Act of the Department of Registration and Education before a student may be permitted to participate in cosmetology training.

(a) Proof that the student is a graduate of at least the eighth grade or equivalent, a marriage record if female, a divorce decree if divorced.

(b) That the student is a citizen or has filed a Declaration of Intent (as defined in the Beauty Culture Act of 1967, Section 5, par. f).

(c) An executed form of the modified Registration contract delivered to the Beauty School.

Students shall also be required to complete registration with the District in accordance with its rules and regulations.

7. RESPONSIBILITIES OF STUDENTS: In addition to any and all other duties as set forth herein and as required by the rules, regulations and policies of the District, each student shall purchase at his or her own expense and perform the following:

(a) Supply his or her own white professional uniforms and shoes and transportation to and from the Beauty School and any other supplies and expenses needed.

(b) Adhere to the rules and regulations of the Beauty School which are attached hereto and made a part hereof by reference, it being understood that the Beauty School shall not be responsible for any acts of the students while not in attendance at the school.

8. PRIVILEGES OF BEAUTY SCHOOL: As an independent contractor, it is understood and agreed that the Beauty School, with the consent of the College, shall drop or expel any student who, in the opinion of the Beauty School, is not meeting college academic standards or is not adhering to the rules and regulations of the Beauty School. (The Beauty School will abide by the District's Student Recourse Policy.)

It is understood that the District is a public institution and the Beauty School agrees to indemnify and hold harmless the said District, its Board of Trustees and employees from any loss or damage, and any attorneys' fees, court costs, and expenses incurred as a result of any

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claim of wrongful dismissal or any claim of deprivation of any instructional or legal right, regardless of whether such claims are groundless in fact.

In the event the Beauty School closes or ceases doing business for any reason whatsoever, it shall refund fees to the District, on a pro rata basis, based upon the actual hours of instruction given the students. The Beauty School further agrees to indemnify and hold the District, its Board of Trustees and staff harmless from any and all expense, claim or loss, including reasonable attorneys' fees, which may result from said closing or cessation of business.

9. PRIVILEGES OF DISTRICT AND STUDENTS: The District shall retain administrative responsibilities for those instructional activities related to the Cosmetology Program for the students enrolled by and through the District.

An individual student shall have the right to withdraw from or cancel the cosmetology instruction and clinical training afforded by the Beauty School by completing Drop/Add Request Form with the Registrar which will be sent to the Beauty School. In the event of withdrawal or cancellation, the student shall be entitled to a tuition refund in accordance with the then current policy of the District as stated in the District catalog.

Should the District cancel its program in cosmetology or not enroll new students, students enrolled in the program will be allowed to finish their education through continued enrollment in the remaining courses at the Beauty School upon payment of the Beauty School's required fees. Time for completion of this sequence cannot exceed three calendar years from the date of enrollment in the first course.

The student shall during the duration of the program have all the rights and privileges of the District's students including auxiliary services.

10. NO REFUNDS FOR SUPPLIES: There shall be no refunds or any credits given by the Beauty School and/or the District for "School Kits" or any other equipment or supplies purchased by the student or District under any circumstances.

11. LIABILITY INSURANCE, ETC.: Beauty School shall, during the duration of this agreement, maintain in force comprehensive general liability insurance in companies suitable to and approved by District and naming District as an additional insured, protecting District from any loss, claim or demand which may arise in any manner from the conduct of instruction as provided for herein, including without limitation, any and all liability to third persons, students, or agents or servants of Beauty School for personal injury or property damages. It is understood and agreed that Beauty School shall not be required to insure nor be responsible for any claims or occurrences which may arise off the premises and surrounds of Beauty School, or out of operation of a motor vehicle by any student for the purpose of attending instruction at Beauty School.

Limits and liability under such policy shall be as follows:

$100,000 for individual;

$300,000 for accident;

$5,000 property damage; and excess liability of $1,000,000.

12. NOTICES AND DEMANDS: All notices and demands herein shall be in writing. The mailing of notices or any other instrument shall be

sufficiently served hereunder if duly sent by registered or certified mail (return receipt requested), addressed to the respective addresses as stated above, subject to the right of any party to designate by notice in writing a new address to which notice must be sent.

13. AMENDMENTS: This agreement may from time to time be altered, amended, or cancelled in whole or in part, subject, however, to the express condition precedent that such alteration, amendment or cancellation shall be in writing and signed by the parties; and the same shall not be invalid because of the lack of consideration, but shall have the same force and effect as though originally embodied herein.

14. PRIOR AGREEMENTS, ETC.: This agreement supersedes and takes the place of any and all prior agreements, representations and negotiations, and said prior agreements, representations and negotiations are hereby released and terminated.

15. CAPTIONS: The captions at the beginning of each paragraph shall not be construed to limit or restrict the language contained therein; it being the intention of the parties that said captions are employed simply as a convenient index.

16. BENEFIT: This agreement shall be binding upon and shall inure to the benefit of the parties, their successors and assigns. No assignment by the Beauty School shall be made without the prior written agreement of the District.

17. DURATION OF AGREEMENT: This contract between the District and the Beauty School shall be continuous from this date and will be reviewed annually. Both the District and the Beauty School shall, however, have the right to terminate this contract upon giving written notice to the other at least ninety (90) days before the date upon which either District or Beauty School desires to terminate this contract.

Notwithstanding the foregoing, in case of termination as above stated, the Beauty School shall continue its obligation to those students already enrolled, until those students have completed their training and are qualified to take state examination. The District will pay the Beauty School for such students as hereinbefore provided.

18. ADVISORY COMMITTEE: An Advisory Committee will be established and will meet at least three times per year to review and comment on the program.

19. FOLLOW-UP STUDIES: The District will be allowed to initiate and complete follow-up studies on each student in the program.

20. ENTIRE AGREEMENT: This agreement contains all of the terms, covenants, and conditions between the parties and no modifications, additions, waivers, or alterations shall be binding unless in writing and signed by the party against whom the same is sought to be enforced.

IN WITNESS whereof, the parties have hereunto set their hands and seals the day year first above written.

BOARD OF TRUSTEES OF____________
__________COMMUNITY COLLEGE DISTRICT NO.______

____
____
____
____
____
President

____
____

ATTEST:

____
____
Secretary

(SEAL)

____
____

(SEAL)

SCHEDULE FOR STARTING CLASSES FOR COSMETOLOGY

1st Semester	Bill 50%**	2nd Semester	Bill 50%**
January	March	May	July
March	May	July	September
August	October	January	March
November	January	March	May

INSTRUCTIONAL PERIOD

*1st Semester	#Last Day of Class	*2nd Semester	#Last Day of Class
January	Last weekday of April	May	Last weekday of August
March	Last weekday of June	July	Last weekday of October
August	Last weekday of December	January	Last weekday of April
November	Last weekday of February	March	Last weekday of June

*All classes begin the first Tuesday of the appropriate month except August which starts first day of Fall session.

**Pay Beauty schools.

#The weekdays for the School of Cosmetology are Tuesday through Saturday.

CRITERIA FOR ILLINOIS PUBLIC COMMUNITY COLLEGES CONTRACTING FOR UNITS OF INSTRUCTION WITH PROPRIETARY SCHOOLS

Illinois public community colleges contracting for units of instruction with proprietary schools shall:

(A) Be reviewed and evaluated upon the same approval criteria utilized in new program review.

(B) Require the governing board of a community college certify to Illinois Community College Board that the following items are included within the contract.

  (1) Administrative responsibility for the program be with the community college;

  (2) Provisions for program supervision including on-site visits;

  (3) Admission policies consistent with the approved college policies;

  (4) Procedures for the maintenance of records for transcripts;

  (5) State of student tuition, fees, and other charges;

  (6) Number of credit hours required and criteria for course completion within the program should be consistent with Illinois Community College Board policies and guidelines;

  (7) Student withdrawal policy consistent with approved college policy;

  (8) Maintenance of liability insurance;

  (9) Establish responsibility for faculty employment and evaluation;

  (10) Availability of student auxiliary services;

  (11) Consistency with policies, rules, and regulations of other state approval agencies;

  (12) Establishment and utilization of a representative advisory committee;

  (13) Provision for follow-up studies consistent with college practices;

  (14) Annual program and contract review;

  (15) Identify that the proprietary schools meet statutory requirements and are approved by appropriate State of Illinois agencies and boards.

(C) Colleges no longer contracting for services on the specific program must reapply for the program through normal procedures if they desire to offer the program.

(IBHE, May 6, 1975, p. 62)

APPENDIX P

State Guidelines and Policies on Cooperative Contractual Agreements

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STATE GUIDELINES AND POLICY

Although interinstitutional cooperation has been established in Illinois on a voluntary basis, there have been some benchmarks established which have provided purpose and direction for cooperative efforts. The first significant statements were issued in 1971 with the publication of Master Plan Phase III for Higher Education in Illinois. This plan dealt with the development of an integrated state system of higher education and contained the following recommendation.

> Establish a task force to study, and to the extent possible, recommend implementation of a Collegiate Common Market that utilizes the existing and developing resources of the public and private sectors to broaden and maximize educational opportunities and reduce duplication.
>
> A. The Board of Higher Education will give high priority, in its review of new and existing programs, to those programs that reflect efforts toward interinstitutional cooperation.
>
> B. The task force will consider alternative mechanisms for the operation of the Collegiate Common Market including as one alternative, the establishment of regional councils.

In 1972, Master Plan Phase III was supported by the legislature with the enactment of the Higher Education Cooperation Act. Since the financial support provided by this act was a prime factor in the establishment of SICCM, and since it has provided continued financial support through the years, it is included here in its entirety. This Act is the only legislation in Illinois which deals specifically with interinstitutional cooperation.

An act in relation to interinstitutional cooperation in higher education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

HIGHER EDUCATION COOPERATION ACT

Section 1. This Act shall be known and may be cited as the "Higher Education Cooperation Act."

Section 2. As used in this Act, unless the context otherwise requires. "Board means the Board of Higher Education; "Nonpublic institution of higher education" means an educational organization, other than a public institution of higher education, which provides a minimum of an organized 2 year program at the junior college level or higher and which operated not-for-profit and in conformity with standards substantially equivalent to those of the public institutions of higher education; "Public institution of higher education: means the University of Illinois, Southern Illinois University, the several universities and colleges under the governance of the Board of Governors of State Colleges and Universities, the several Regency Universities under the jurisdiction of the Board of Regents, the public junior colleges of this State, and any other public universities, colleges and junior colleges now or hereafter established or authorized by the General Assembly.

Section 3. Any public institution of higher education may participate in the establishment and operation of programs of interinstitutional cooperation with other public institutions of higher education or with non-public institutions of higher education or with both public and non-public institutions of higher education. Such participation may be by contract or by other means including but not limited to the designation of representatives of the institution as directors of not-for-profit corporations organized for the governance or administration of any such program. Public institutions of higher education may participate in interinstitutional programs which involve institutions based outside this State.

Section 4. A program of financial assistance to programs of interinstitutional cooperation, in higher education is established to implement the policy of encouraging such cooperation in order to achieve an efficient use of educational resources, an equitable distribution of educational services, the development of innovative concepts and applications, and other public purposes.

The Board of Higher Education shall administer this program of financial assistance and shall distribute the funds appropriated by the General Assembly for this purpose in the form of grants to not-for-profit corporations organized to administer programs of interinstitutional cooperation in higher education or to public or nonpublic institutions of higher education participating in such programs.

In awarding grants to interinstitutional programs under this Act, the Board shall consider in relation to each such program whether it serves the public purposes expressed in this Act, whether the local community is substantially involved, whether its function could be performed better by a single existing institution, whether the program is consistent with the Illinois master plan for higher education, and such other criteria as it determines to be appropriate.

No grant may be awarded under this Section for any program of sectarian instruction or for any program designed to serve a sectarian purpose.

As part of its administration of this Act the Board may require reports in relation to the administrative, fiscal and academic aspects of any interinstitutional program for which a grant is awarded under this Act and shall annually submit to the Governor and the General Assembly a budgetary recommendation for grants under this Act.

Section 5. Any not-for-profit corporation organized to administer an interinstitutional program of higher education may be recognized under this Section if it has been in existence for three years or longer, it is structured for continuing operation, it is substantial in scope, it is oriented to and supported by the community in which it is located and it is consistent with the Illinois master plan for higher education.

In each request of the Board of Higher Education to the General Assembly for the appropriation of funds for the purpose of making grants under this Act the Board shall specify the amount of the grant proposed for each not-for-profit corporation recognized under this Section.

The following not-for-profit corporations are recognized for the purposes of this Section:

The Quad Cities Graduate Study Center.

Section 6. The sum of $350,000, or so much thereof as may be necessary, is appropriated to the Board of Higher Education for distribution as grants under this Act, of which sum $50,000, or so much thereof as may be necessary for the purpose of this Act, is to be awarded as a grant to The Quad Cities Graduate Study Center.

Section 7. This Act shall take effect July 1972 or upon its becoming a law, whichever is later.

In addition to the above, the Illinois Community College Board issued guidelines for cooperative programs in 1973. These guidelines are still in effect and are indicated below.

ILLINOIS JUNIOR COLLEGE BOARD

Guidelines on Cooperative Programs and Cooperative Agreements
(Approved by the Illinois Junior College Board on May 18, 1973)

The Illinois Junior College Board encourages the development of cooperative agreements between the public community colleges in the State of Illinois to provide better services to students and more efficient use of college resources.

The Illinois Junior College Board adopted the following guidelines for cooperative programs:

1. Colleges wishing approval for a new unit of instruction or public service to be offered through cooperative arrangements with another public junior college that has prior approval for such new unit of instruction or public service would not have to submit the Form-19 and Form-20 or Form-30 for new units of instruction or public service but shall submit a letter indicating the desire to offer such a cooperative program and submit a copy of the cooperative agreement with the letter. The letter and/or contract shall address itself to these criteria and guidelines of the Illinois Junior College Board.
2. The college approved for a cooperative program which sends students to another college for specialized training shall be permitted to list such approved cooperative programs in its catalog as long as it is properly identified as a cooperative program and lists the college offering the specialized training. Such colleges offering an approved cooperative program must also clearly identify the cooperative program and the name of the college offering the specialized occupational training in the student's permanent record, on the student's transcript, on the degree or certificate awarded to the students, and on any statewide listing or inventory of approved curriculums and programs.

3. The college who teaches a particular course shall count all students enrolled in that course as part of its own enrollments. However, the IJCB Management Information System may develop a procedure in the future which identifies such group enrollments in order to eliminate duplicate counting in state totals.

4. The college offering the course shall claim all state funding for flat rate apportionment grants and for supplemental vocational-technical grants as available. However, the college providing the local tax support for the student in cooperative programs shall claim the equalization funding.

5. The college teaching courses in the cooperative program shall claim that enrollment in any of the junior college construction formulas.

6. The community colleges involved in the cooperative agreement shall establish their own arrangements as to which institution shall be responsible for the following:
   a. Student tuition and fees
   b. Home college for claiming state scholarship funds
   c. Institutions responsible for admissions, transcripts, and other permanent students records, and awarding degrees and certificates
   d. Home college for student activities and eligibility for intercollegiate athletics

Recently, the Illinois Community College Board has formulated policy, procedure and additional guideline statements. These statements, taken from the Illinois Community College Board Manual, are given below.

ILLINOIS COMMUNITY COLLEGE BOARD MANUAL **Policies, Page 7A Revised, 5/21/76)**

23.00 Instructional Offerings

23.01 Statewide and Regional Planning of Instructional Programs

In order to facilitate a desirable pattern of planning and coordination for the public community colleges of Illinois, the Illinois Community College Board supports the development of statewide and regional planning especially for those instructional programs with low enrollments and high costs. Such planning and coordination shall include district, regional, area, and statewide programs as defined in "Classifications and Definitions for Statewide and Regional Instructional Programs" and shall include the following functions for the ICCB and its staff:

A. Fostering a climate in which local community college academic officers and chief administrators can meet to make recommendations on all programs whether classified as district, regional, area, or statewide in nature.

B. Obtaining data and input from appropriate advisory groups so that program planning may be orderly and in the best interest of students served by the public community colleges of Illinois.

C. Cooperating with other state agencies, professional organizations, and other appropriate groups to support the functions of the public community college of Illinois.

ILLINOIS COMMUNITY COLLEGE BOARD MANUAL **Procedures, Page 7B**

33.80 Statewide and Regional Instructional Program Planning

*33.81 Classification and Definitions for Statewide and Regional Instructional Program Planning

A. **District Program.** A district program is defined as meaning a type of program which can be developed for all Illinois public community colleges if justified by employer demand, student interest, and available resources. (Example: secretarial science)

B. **Area Program.** An area program is one which is dependent upon the needs of that geographical area. The number of programs in a region would be based upon a number of factors, including population centers, natural resources, location, industrial facilities, manpower needs, etc. The number of programs, if any, would vary within a specific area. An area program must allow space for students from other sections of the state. When access cannot be obtained by neighboring community colleges and a definite need can be demonstrated by the neighboring district, consideration would be given for the approval of the program by the ICCB. (Example: horticulture)

C. **Regional Program.** A regional program is one which is so specialized that probably no more than one program would be approved for a region. A program designated as a regional program must allow space for students from the community colleges of that region, not just for the students in the district offering the program. Boundaries for the regions would roughly coincide with the boundaries used by the ICCTA as the nine planning regions for the State of Illinois. However, regional boundary lines shall not arbitrarily exclude students, and acceptance into a regional (or area) program may be based on conditions favoring students access (e.g., commuting time). Similarly, cooperative efforts between community college districts shall not be limited by arbitrary regional designations, but may also be determined by conditions favoring students access. (Example: dental hygiene)

D. **Statewide Program.** A statewide program would be one which is so specialized or unique that only one or two such programs would be approved in the state for the students from all community college districts. A program designated as a statewide program must allow space for students from all parts of the state, not just for students in the district, region, or area offering the (Example: petroleum technology)

*New item approved by ICCB on 5/21/78.

*33.82 Classifications and Definitions for Cooperative/Contractual Agreements to Serve Illinois Public Community College Students

**With Unit of Instruction Approved

A. **Interdistrict Agreement:** A cooperative/contractual agreement between two or more public community college districts where the sending college may receive approval for the unit of instruction and a limited number of courses. The receiving college has the approval for the program, but the sending college may also award the certificate or degree provided that it is identified as a cooperative program.

B. **Proprietary Agreement:** Contractual agreement between an Illinois public community college and a proprietary school to provide services for community college students.

C. **Consortium Agreement:** A contractual agreement between two or more Illinois public community colleges or between a community college and another institution(s) of higher education. Each institution may have its own unique program but at the same time singular program approval is provided for all involved in the consortium. Each institution may award its own degree.

D. **Interstate Agreement:** A contractual agreement between an Illinois public community college and an institution(s) outside the boundaries of the State of Illinois to provide educational services for Illinois residents.

Without Unit of Instructional Approved

A. **Chargeback Agreement:** A statutory provision whereby a student from a district without a particular program may enroll in a district which offers the program.

B. **Out-of-District Extension:** An agreement between two community college districts for the offering of a unit of instruction or portion of a unit of instruction in one district by another community college district.

C. **Access Agreement:** A contractual agreement making "seats" and/or "spaces" available to students from other institutions which do not have the approval of instruction.
*With or without charges to the sending district.

D. **Dual/Shared Agreement:** A contractual agreement making "seats" and/or "spaces" available for students in certain classes or courses; however, general education or related instruction is usually offered at the home institution.

*Each community college must obtain ICCB approval to offer the certificate or degree.

**New item approved by ICCB on 5/21/78.

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APPENDIX Q

Course Descriptions, Program Outlines and Brochures

COSMETOLOGY INFORMATION SHEET

#1 Application and Registration

Interested students can obtain information from the beauty college and the college Admission Office. All of the necessary paper work for admission will be at the beauty college.

#2 – Qualifications for Admission

Acceptance by Lewis & Clark Community College, beauty college and Department of Registration & Education at Springfield, Illinois.

#3 – Classroom and Clinical Instruction

The student may choose one of the following beauty colleges for training:

1) Alvareita's College of Cosmetology
333 S. Kansas
Edwardsville, Illinois 62025

2) Kitzmiller Beauty College
1812 E. Broadway
Alton, Illinois 62002

3) Scharfenberg Beauty Academy
909 N. Broadway
Carlinville, Illinois 62626
Phone: (217) 854-2541

#4 – Length of Educational Program

1. 44 weeks of classroom theory and clinical practice, including experience in all areas of Cosmetology. This period is divided into two 22 week semesters. Students receive grades for each semester.
2. Hours of the courses will be scheduled Tuesday through Saturday. Days off are scheduled according to the beauty college's calendar not Lewis & Clark's calendar.

#5 – Class Starting Dates

August – At regular college Fall semester
November – First Tuesday of Month
January – First Tuesday of Month
March – First Tuesday of Month

(22 weeks after your starting date, we will register you for the second 22 week semester at the beauty college.)

#6 – Cost of Program

	First Semester	
LCCC Tuition	$180.00	(15 semester hours x $12)
LCCC Activity Fee	12.00	
Pay to LCCC	$192.00	

Cosmetology kit purchased at beauty college ranges from $75 to $90.
Uniforms and shoes - cost unknown but relative to taste and style.

	Second Semester	
LCCC Tuition	$180.00	(15 semester hours x $12)
LCCC Activity Fee	12.00	
Pay to LCCC	$192.00	

#7 Financial Aid Information

Contact Mr. George Terry, Lewis & Clark Community College, Director of Financial Aid - 466-3411, Extension 358.

For further information, call or write the beauty college of your choice or:

Lewis & Clark Community College
Admissions Office
Godfrey Road
Godfrey, Illinois 62035
Phone 1-618-466-3411, Extension 265

AGRI-BUSINESS
Certificate

The Agricultural-Business program provides students with a general-knowledge base in the areas of agri-marketing, agri-supply and agricultural production.

FALL SEMESTER	Cr. Hrs.
AGB 111 Applied Plant Science	4
AGB 131 Agricultural Economic Principles	3
AGB 133 Introduction to Agricultural Marketing and Standards	3
ACC 117 or ELECTIVE[1&2] Accounting and Bookkeeping	3
ENG 100 - ENG 101 Composition Workshop - Composition I	3
	16

SPRING SEMESTER	Cr. Hrs.
AGB 113 Introduction to Soils	4
AGB 117 Applied Animal Science	4
AGB 135 or AGB 231 Agricultural Business Management I or Farm Management	3
AGB or AFD ELECTIVE	3-4
ELECTIVE[1 & 2]	1-3
	15-18

NOTE: 1: Minimum requirement for graduation in this program is 30 semester hours; however, students are encouraged to select an appropriate elective. Students also must fulfill the constitutional examination requirement and other graduation requirements as listed on pages 42-47.

NOTE 2: For General Education Elective Courses, see pages 52 and 53.

COSMETOLOGY
Certificate

The program in Cosmetology is offered through Parkland College in affiliation with the Avenue Academy of Cosmetology and the Beau Monde School of Beauty Culture. The curriculum includes 1,500 hours of instruction in one of the approved proprietary schools and six hours of general education at Parkland College.

Graduates of the program will be eligible to take the licensing examination administered by the Illinois Department of Registration and Education. A Certificate in Cosmetology will be awarded upon satisfactory completion of the examination.

FALL SEMESTER	Cr. Hrs.
COS 110 Cosmetology I	12
ENG 100 - ENG 101 Composition Workshop - Composition I	3
	15

SPRING SEMESTER	Cr. Hrs.
COS 111 Cosmetology II	12
PSY 110 or ACC 117 Practical Psychology or Accounting & Bookkeeping	3
	15

SUMMER SESSION	Cr. Hrs.
COS 112 Cosmetology III	12
	12

NOTE 1: Minimum requirement for graduation in this program is 42 semester hours. Students also must fulfill the constitutional examination requirement and other graduation requirements as listed on pages 42-47.

***53.57 Guidelines with Criteria for Analyzing Statewide and Regional Planning of Instructional Programs**

A. The availability of needed facilities and the location of instructional services for students.

B. The type, availability and cost of equipment to conduct the unit of instruction.

C. The type and availability of staff necessary to conduct the unit of instruction.

D. The type and availability of curricula related to the new unit of instruction at the institution in question and in other institutions.

E. The structure of advisory committees to include regional and statewide input.

F. The manpower needs of the locality, region, and state.

G. The manpower supply of the locality, region, and state.

H. The availability of locations for the conduct of internship, practicum, cooperative work experience, on-the-job-training, and other such instructional experiences.

I. The availability of off-campus living space for non-commuting students.

J. The relationship of the unit of instruction to existing educational programs, including proprietary, private, or other public institutions.

K. The extent to which other local, state, and federal priorities and fiscal and economic considerations are met.

L. The availability of space for students from other colleges in the region for a regional program and for students from all parts of the state for an area or statewide program.

M. In addition, each instructional unit shall meet other existing ICCB policies, criteria, or guidelines applicable to the submission.

*New item approved by ICCB on 5/21/78.